

Student Support Referral

Student Name		
Learning Family		
Staff Name of Referrer		
Reason for Referral		
For which intervention are you making the referral?		
Intervention Name	Frequency/Length of Intervention	Tick
Talkabout For Teenagers	6-week programme - Reviewed after 3 weeks	
Lego Therapy	6-week programme - Reviewed after 3 weeks	
Sensory Circuits	6-week programme - Reviewed after 3 weeks	
Draw and Talk	6-week programme - Reviewed after 3 weeks	
Homunculi	6-week programme - Reviewed after 3 weeks	
Wave Project- Seasonal	6-week programme - Reviewed after 3 weeks	
Talk Time	6-week programme - Reviewed after 3 weeks	
Intervention Morning	6-week programme - Reviewed after 3 weeks	
Hope Farm	Seasonal - Reviewed after 6-week programme	
Typing and Keyboard Skills	6-week programme - Reviewed after 3 weeks	
Ball Programme	6-week programme - Reviewed after 3 weeks	
Specialist Intervention (Waiting List)		
Counselling	Reviewed after 6-week	
Bounce	Reviewed after 6-week	
Music Therapy	Reviewed after 6-week	
Instrumental Music	Reviewed after 6-week	
Handwriting Intervention	Reviewed after 6-week	
What would you like the end outcome to be for your student? E.g., Being able to access strategies to regulate feelings of aggression towards others by using/accessing 5-point scale		

Please complete the assessment overleaf and return to the Student Support Team.

Please use the following table to help prioritise key areas to target:

Category	Skill Area	1	2	3	4	5
		Never	With close adult support	With some adult support	Some Independence	Always Independent
Emotional awareness	Ability to recognise how they feel					
	Ability to say how they feel and why					
Social skills	Making eye contact					
	Taking turns					
	Sharing					
	Asking for help					
	Paying attention when spoken to					
Friendship skills	Able to initiate friendships					
	Able to maintain friendships					
	Understanding what friends do and do not do					
Self - esteem	Ability to identify strengths.					
	Ability to accept praise					
	Ability to cope with new experiences/change					
Regulation	Can regulate with a preferred adult or environment					
	Struggles to regulate at all					
Anger Management	Ability to recognise when feeling angry					
	Knowledge and use of strategies to help calm down when angry.					
	Ability to seek adult help when feeling angry					

Any other relevant information:

Review Date: **Led By:**

Successes		Areas of Development
Student Support Referral Form Assessment		
Date Receive		
Referral agreed		
Review Outcome:		Next Review Date:
Lead Practitioner		
Continue? Yes/No (Notes)		
Intervention Plan		
Date Started		
Review Date 2:		Led By:
Successes		Areas of Development
Logged on Arbor to include all relevant staff.		
Review Outcome: Continue? Yes/No		Next Review Date:

Intervention Review Form

Student:

Class:

Lead Adult:

Review Date:

☐ Music Therapy

☐ ELSA

☐ Homunculi

☐ Sensory Circuits

☐ Music Tech

☐ Planned Talk Time

☐ Talk and Draw

☐ Counselling

☐ Bounce

☐ Lego Therapy

Target Area

1

2

3

4

5

Never

With close adult support

With some adult support

Some Independence

Always Independent

Emotional awareness

Ability to recognise how own feelings

Ability to say how they feel and why

Social skills

Making eye contact

Taking turns

Sharing

Asking for help

Friendship Skills

Listening well when spoken to about non-preferred topics.

Able to initiate friendships

Able to maintain friendships

Understanding what friends do and do not do

Self - esteem

Ability to identify own strengths

Ability to accept praise from a range of people

Ability to cope with new experiences/change

Anger Management

Ability to recognise when feeling angry

Knowledge and use of strategies to help calm down when angry

Ability to seek adult help when feeling angry

Please use the following table to help review key areas since the last review/referral:

Reasons for Referral
Desired Outcomes
Progress Made Since Last Review
Next Steps

Wave 1

- Quality first teaching for all
- Reasonable adjustment
- Early Identification by all staff
- Short and sharp strategies as part of everyday school experience
- Strong school/home liason

Wave 2

- Highly focussed intervention tracked through a Positive Support Plan
- Progress reviewed with graduated response to adjust provision as required.
- Assess - Plan - Do - Review

Wave 3

- Early Help Assessment or Team Around the Child/Family Process.
- Review Positive Support Plan to include possible engagement of alternative provision.
- Educational Psychologist or other specialist re-assessment.

Student Support Referral Process:

- Class teacher completes Student Concern Form
- Student is assigned to a Student Support Keyworker
- Keyworker, Student, Family and wider staff team have input to and agrees smart targets and support strategies.
- Establish Positive Support Plan
- Positive Support plan reviewed fortnightly
- Plan successful?

Yes: Student returns to **Wave 1**