

**SECONDARY PANEL FOR INCLUSION
REFERRAL FORM**

Please indicate which service the referral is for:		
<input type="checkbox"/> Managed Pupil Transfer	<input type="checkbox"/> Pendlebury Centre	<input type="checkbox"/> Cedars
<input type="checkbox"/> Highfields Inclusion Partnership	<input type="checkbox"/> Reintegration into mainstream from Highfields	

STUDENT INFORMATION		
Name of student:	DOB:	Year Group:
UPN:	UCI No. (KS4 only):	
Address:		
Name of parent(s):	Tel:	
Email:		
FSM: Yes <input type="checkbox"/> No <input type="checkbox"/> In last 6 years <input type="checkbox"/>	Pupil Premium: Yes <input type="checkbox"/> No <input type="checkbox"/>	Education Psychologist: Yes <input type="checkbox"/> No <input type="checkbox"/>
LAC: Yes <input type="checkbox"/> No <input type="checkbox"/>	Child Protection Plan: Yes <input type="checkbox"/> No <input type="checkbox"/>	TAC: Yes <input type="checkbox"/> No <input type="checkbox"/>
Social Worker: Yes <input type="checkbox"/> No <input type="checkbox"/>	Name of Social Worker:	
HYMS (formerly CAMHS): Yes <input type="checkbox"/> Previously <input type="checkbox"/> No <input type="checkbox"/>	Name of HYMS Worker:	

SPECIAL EDUCATIONAL NEEDS			
This section must be completed for all referrals and should be signed by the SENCO in the case of referrals from schools			
SEN Stage: No SEN <input type="checkbox"/>	SEN Support <input type="checkbox"/>	Referred for statutory assessment <input type="checkbox"/>	EHCP <input type="checkbox"/>
Please provide details of the student's needs within each relevant area:			
<i>Communication & interaction</i>		<i>Cognition & learning</i>	
<i>Social, emotional & mental health difficulties</i>		<i>Sensory &/or physical needs</i>	
Completed/checked by SENCO (Name):			

ATTENDANCE %				
Year 7:	Year 8:	Year 9:	Year 10:	Year 11:

ATTAINMENT INFORMATION					
KS2 SATs	English		KS3 (TA)	English	
	Maths			Maths	
	Science			Science	
Literacy Testing:	<i>Test used:</i>	Raw Score	Standardised Score	Centile	
	<i>Date:</i>				
	Word Reading				
	Reading Comprehension				
	Spelling				

EMOTIONAL-SOCIAL TESTING	
<i>Test used:</i>	Score / Key areas for development:
<i>Date:</i>	

REFERRER DETAILS	
Referring School/Service:	Date of referral:
Name of referrer:	Role:
Contact tel:	Email:
Please indicate whether this referral has parental support:	Yes <input type="checkbox"/> No <input type="checkbox"/>

Pendlebury Centre PRU placement

- Reason for the referral and summary of pupil's presenting behaviours/difficulties, including issues at home/out of school
- Details of classroom-based strategies and reasonable adjustments made within lessons to support the pupil (including any adjustments to the curriculum)
- Details of interventions by pastoral staff out of lessons, with evaluation of impact
- KS3 referrals – if available, current* EP report and/or report/endorsement from HYMS
- KS4 referrals – current* EP report and/or report with endorsement from HYMS
- EHA and minutes of any relevant meetings, e.g. TAC, CP, review meetings; and most recent plan
- Information about all agencies involved, e.g. Social Care, YOS etc.
- Attendance data for current and previous academic year
- Most recent IEP, IBP, SEN Support Plan, EHCP or PSP
- PEP (if LAC)
- Latest academic/school report and information to show current levels of attainment and targets in all subjects
- Details of examination subjects, exam boards, course codes, completed and outstanding assessments (KS4 only)

Cedars placement

In addition to the above:

- Current* HYMS Consultant Psychologist/Psychiatrist assessment/report and/or EP report with endorsement of referral
 - If LAC, Social Care Assessment/report
- *Current = within 4 months of report being written**

Highfields Inclusion Partnership placement

- Reason for the referral and summary of pupil's presenting behaviours/difficulties, including issues at home/out of school
- Risk assessment
- Details of classroom-based strategies and reasonable adjustments made within lessons to support the pupil (including any adjustments to the curriculum)
- Details of interventions by pastoral staff out of lessons, with evaluation of impact
- EHA and minutes of any relevant meetings, e.g. TAC, CP, review meetings; and most recent plan
- Behaviour log (positive & negative behaviour)
- Information about all other agencies involved, e.g. Social Care, YOS etc.
- Attendance data for current and previous academic year
- Most recent IEP, IBP, SEN Support Plan, EHCP or PSP
- PEP (if LAC)
- EP and/or HYMS reports and/or medical advice if available
- Latest academic/school report and information to show current levels of attainment and targets in all subjects
- Details of examination subjects, exam boards, course codes, completed and outstanding assessments (KS4 only)

Managed Pupil Transfer

- Contact Bernie Sinclair (Managed Pupil Transfer Coordinator) BEFORE submitting referral – 0161 474 4248
- Reason for the referral and why managed transfer would be appropriate
- Risk assessment
- Summary of pupil's presenting behaviours/difficulties, including issues at home/out of school
- Details of classroom-based strategies and reasonable adjustments made within lessons to support the pupil (including any adjustments to the curriculum)
- Details of interventions by pastoral staff out of lessons, with evaluation of impact
- EHA and minutes of any relevant meetings, e.g. TAC, CP, review meetings; and most recent plan
- Most recent IEP, IBP, SEN Support Plan or PSP
- Behaviour log (positive & negative behaviour) / relevant incident reports
- 'Round Robin' report from subject teachers
- Information about all agencies involved, e.g. Social Care, YOS etc.
- Attendance data for current and previous academic year
- EP and/or HYMS reports if available
- Latest academic/school report and information to show current levels of attainment and targets in all subjects
- Details of examination subjects, exam boards, course codes, completed and outstanding assessments (KS4 only)

Reintegration into mainstream from Highfields

- ❑ As Managed Pupil Transfer referral checklist, but the reason for the referral should indicate why a return to mainstream is considered appropriate
- ❑ Recommended strategies for mainstream school based on successful experiences at Highfields

Guidance for completing the Secondary Panel for Inclusion Referral Form

The SPI referral form has been amended to include additional supporting information which will allow the Panel to examine the measures that schools have taken for the student to determine whether a transfer or placement is appropriate. It is hoped that in gathering the information, referrers will gain a full picture of the totality of support available to the student within their existing setting in relation to both the student's underlying needs and presenting behaviour. This information will also be used to support students appropriately in any future setting.

Special Educational Needs

A significant number of pupils referred to SPI have later been found to have unidentified special educational needs in one or more areas as defined by the SEN Code of Practice. The SEN section of the form aims to ensure that the needs underlying the presenting behaviour have been considered, and that school referrers have reflected in more detail about these areas of difficulty with other professionals either within setting and/or with outside agencies. The SENCO needs to be involved in this process and sign the relevant section of the referral form.

Attendance

The pupil's overall percentage attendance for each year is now requested on the referral form. This is in addition to the attendance certificate for the current and previous academic year, which is requested as part of the referral supporting information. The percentage attendance for each year gives the Panel a quick visual reference and the attendance certificates allow the Panel to consider patterns of attendance that may be affecting progress in school.

Attainment information

This section of the form requests information about the pupil's reading age, KS2 SAT results, KS3 Teacher Assessments and results of any literacy tests, to enhance the SEN information provided and to contribute to decisions on placement and support.

Emotional-Social Testing

All schools have been given access to additional training and support to implement a range of school-based emotional testing tools. This includes: Emotional Tracking Tool developed by the Pendlebury Centre and provided for all secondary schools, SDQ, PASS, Seasons for Growth, ASSIST intervention, Resiliency Scales, School Stress Survey and Self-esteem Questionnaire. Evidence of this assessment and following interventions should be demonstrated as part of the referral.

Supporting Information & Documentation – further information

1. The referral checklist for the Pendlebury Centre has been amended to reflect that referrals for Key Stage 3 do not necessarily need EP or HYMS endorsement. Schools must be able to demonstrate a range of interventions used to support the student, and if they have not seen an EP, they should be on the waiting list, in order to identify and support any further needs. Where HYMS information is available, it should be provided. For Key Stage 4 referrals, schools should demonstrate a range of interventions to support placement at Pendlebury, but as these tend to be longer term, an EP/HYMS report with endorsement would be expected.
2. Referrals to Highfields Inclusion Partnership include referrals for all placements (PARE placements and ACE). The decision about the most appropriate placement within the service will be made by the Panel and/or head teacher.
3. A completed Risk Assessment is required for all referrals to Highfields Inclusion Partnership, however referrers no longer need to complete the Behaviour Profile form.
4. A behaviour log can only present part of the picture. It can suggest severity and regularity of presenting behaviours, but only when accompanied with staff responses and resolutions. The demonstration of the use of a restorative approach in this is helpful.
5. Details of reasonable adjustments to support the pupil in terms of curriculum and environment within lessons should now be included. This can take the form of an Individual Behaviour plan (IBP), Individual Education Plan (IEP), SEN support plan, pastoral support plan or pupil passport; and the document should be evaluated to show effectiveness of strategies to manage behaviour. Ideally observations would support this information. Regularly evaluated targets on any plan should demonstrate progress (or otherwise) to give a clear picture of behaviour over time.

6. If a student is identified as being at SEN Support or has an EHCP, it is expected that a plan as described above is in place and is evaluated at least termly. It is also expected that the school allocate any additional resources necessary to support the needs of the student.
7. Interventions by pastoral staff to support students both in and out of lessons should be included. Again, this information can be included on the one document - an IBP, SEN support plan or an IEP.
8. An Early Help Assessment will be expected for all referrals that meet levels 2 and 3 of Stockport multi-agency guidance on levels of need, i.e. students who have required extra support from a targeted intervention/service or with increasing levels of unmet needs that are more complex.
9. A 'Round Robin' report from subject teachers is a useful document to assess where the student is most successful and how generalised the behaviour is across the curriculum.
10. Any current reports which link with the school plans, including those from Education Psychology and HYMS, are helpful.