



## **ADVICE ON COMPLETING A SEIPS REFERRAL FORM**

### **A. Introduction**

The Referral form is designed to:

1. Capture all the information that the Partnerships and other agencies need to enable them to offer useful advice and to target support effectively.
2. Provide Partnerships, their partner schools and the LA with the data that is needed to secure accountability.
3. Help academies, colleges and schools to think as systematically as possible about often complex young people.

A key section of the Referral Form asks you to:

1. Describe the student's characteristics and behaviours that have led to the referral;
2. Share with us the views you have formed to explain these characteristics and behaviours;
3. Let us know what steps you have taken already to address the student's needs;
4. Tell us which of these seem to be working and which are not.

As you complete the form we ask that you consider:

1. Where the student is on the continuum of need;
2. Whether your school has made all the reasonable adjustments and best endeavours that might be expected to sustain the student in school.

To help you judge where the child is we strongly recommend that you review the document

**"SEIPS Continuum of Support for Behaviour"**

LINKS TO THESE DOCUMENTS ARE  
ON THE SEIPS WEBSITE "MAKING A  
REFERRAL PAGE

To help you judge whether your school has made all the reasonable adjustments and best endeavours in support of the student we strongly recommend that you review the document

**"Guidance for EHC Needs assessment/EHCP/top-up funding; Social, Emotional and Mental Health. Guidance for meeting needs through a graduated response"**

### **B. Additional Requirements**

Templates for documents that are required to be submitted with the Referral Form are on the [Making a Referral](#) web page

### **C. Submitting the Referral Form**

You may be able to submit a completed form direct to your local Partnership once we have completed our work with the LA in developing an online referral form.

If you have used the downloadable form, please send it via secure email to your Local Partnership.

Admin email addresses are on the footer of each web page on the SEIPS web site.

Submit using a secure email or via Anycomms. A link to Egress secure emails is on the Making a Referral Page.

## **D. Section by Section Advice**

### **Section 1**

Prior to completing section 1 we recommend that you:

1. Access the student's:
  - Registration details (include the *UPN – unique pupil number – assigned to every school pupil. It will be available from your school office*)
  - Safeguarding Information
  - Attendance Records
  - SEND file
2. Check the student's address (*If the student lives outside the county boundaries the Partnerships can only offer support up to Tier 3. You can find out about City of Leicester arrangements at <https://www.leicsseips.org/city-address-children-in-county-sch>*)
3. If the student has an EHCP or the school is receiving "Top Up" funding for the student we need to know how much the school receives. Your school office should have access to this but if they are not clear then can get our advice on how to access and calculate by going to Box 6 on <https://www.leicsseips.org/finance>

### **Section 2**

Prior to completing section 1 we recommend that you:

Check with SENDCO to ensure agreement with the referral (see Q2.4)

If this is a potential Permanent Exclusion we expect that the Head of School will have discussed this with the Chair of Partnership prior to this referral (see Q 2.9)

Question 2.13 asks whether parental consent has been obtained for the referral. There are two circumstances where Parental consent is not necessary:

1. Where you are asking for a discussion at Inclusion Forum. In this case you will not give us the name of the student nor UPN when you complete Section 2.
2. If the school has made a decision to Permanently Exclude the student. In this case you need to provide full information in line with the DFE guidance on Exclusions.

In most cases – even for Permanent Exclusions – we encourage you to obtain parental consent for the referral. Where relationships are particularly difficult with parents you may want to speak to the local Co-ordinator – the Partnerships can often assist in rebuilding connections.

### **Section 3**

Prior to completing section 3 we recommend that you

Access the student's academic records to include:

- Reading and spelling ages (*we anticipate that this may be in a unique form for your school – we will get back to you for further information if we need to*)
- At KS3 "working above, at, below," for English and Maths
- At KS4 "currently working at Grades" for English, Maths and Science
- Only for a student who you expect to be programme managed by the Partnership at KS4; exam boards, and other subjects

### **Section 4**

Prior to completing section 2 we recommend that you ensure

- Access to staff who know the student well
- Access to any EP or other external reports on the student
- Access to any profiles such as Boxall that you may have used
- Access to exclusion records

Question 4.15 asks for free text. Please limit yourself to 100 words and aim to give us a sense of what is unique about the student. Balance negatives with positives if possible!

Question 4.32 asks for free text. Please add anything that you think will help to explain the difficulties the student faces and explain his or her behaviours. We welcome as full a picture as you can give us.

## Section 5

Prior to completing section 2 we recommend that you spend some time reviewing the measures you have taken in school so far to address the issues of concern for the student. We want to know those measures that seem to have helped move the student forward. We also want to know those measures you have taken that may seem to have had little or no impact or have been counterproductive.

You may wish to work through the list below as part of this review. The list is based on the Leicestershire SENA guidance. "Providing for the needs of children and young people with SEND" is a very useful tool for auditing any provision that you are currently making in school. The semh document is especially relevant.

[HTTPS://RESOURCES.LEICESTERSHIRE.GOV.UK/SITES/RESOURCE/FILES/FIELD/PDF/2019/5/1/SEMH\\_GUIDANCE LEICESTERSHIRE 2019.PDF](https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2019/5/1/semh_guidance_leicestershire_2019.pdf)

### LIST OF INTERVENTIONS

- Observations by SENCo/ Pastoral Lead
- Use of Goodman's Strengths and Difficulties Questionnaire (SDQ) or Boxall Profile to gain profile and plan strategies
- Pupil involved in setting and monitoring their own SMART targets.
- Parents/carers involved regularly and know how to support targets at home
- Behaviour records analysed to consider triggers and patterns
- 'Assess-Plan-Do-Review' process should be clearly in place
- Risk assessment to identify potential difficulties
- Person-centred planning approaches
- Information about CYP's needs/difficulties is shared with relevant staff Sharing of advice on successful strategies and targets, e.g. use of visual supports, developing organisational skills.
- Classroom Teaching Assistants (TAs) are targeted towards support for accessing specific tasks/settings, based on agreed SMART targets.
- Learning tasks differentiated by task and outcome to meet individual needs.
- Personalised reward systems covering targeted lessons / activities.
- Careful consideration to group dynamics within class Group 1 plus:
- Access to small group support, e.g. SILVER SEAL, Circle of Friends, self-esteem group, mentoring. Group work to be planned and tailored to meet identified need and includes good role models.
- Teaching effective problem solving skills
- Individual or small group support for emotional literacy, e.g. recognising emotions
- Preparation for changes to activities/routines/staffing.
- Oversight when moving between locations/classrooms.
- Educational visits are planned well in advance, risk-assessed, and contingency plans are in place to meet the needs of the CYP, should they be needed.
- reliance on adults for reassurance used, e.g. PATH
- Careful consideration to preferred learning style and motivational levers for the CYP when differentiating. Opportunities for small group work based on identified need

- CBT-based group work provided over specified period of time
- Specific interventions known to benefit children with ADHD; ASD traits; attachment issues; childhood well-being, e.g. 'Growing Optimism' or 'Respect'
- Support available for CYPs who have suffered loss, e.g. bereavement
- Peer support interventions used

Oct 22