

Student Details:		
First Name:	Middle Name(s):	Family Name/Surname:
Date of Birth: Chronological age at time of referral:	Current Year Group:	Female/Male:

School Details:	
Name of School/Setting:	
Date of Referral:	
Name of staff member completing referral:	
Position of staff member:	
Is your school Herts Steps trained?	

SEND (tick as appropriate)		
Part of SEND cohort		Part of SEND cohort, what are the main presenting needs?
SEND support		
Evidence being gathered for EHC plan		
EHC plan assessment pending		
EHC plan pending		
EHC plan add here HNF number terms and banding		
LHNF, band and duration		
Difficulties pre-lockdown yes/no		Additional Information

Parent/Carer Details:			
Full Name:	Home Tel:	Mobile Tel:	Work Tel:
Address:		Email:	Relationship to pupil:

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Background Information: (non-compulsory)				
Gestation of Pregnancy				
Birth Complications				
Developmental Milestones	Sitting Up	Crawling	Walking	First Words

EYFS Present Attainment:	
	Stage of development
Communication and Language	
PSED	
Literacy	
Maths	

Attendance Data:	% attendance	% punctuality
Current academic year		
Previous academic year		

Nature of concern (please tick all that apply)		
Risk of school failure through disaffection/non-attendance	<input type="checkbox"/>	
Rapidly deteriorating behaviour	<input type="checkbox"/>	
Lack of self-awareness to dangers and risks	<input type="checkbox"/>	
Lack of self-awareness to dangers and risk of others	<input type="checkbox"/>	
Ability to self-regulate	<input type="checkbox"/>	
Ability to communicate feelings and emotions appropriately	<input type="checkbox"/>	
Ability to communicate when anxiety has been reduced	<input type="checkbox"/>	
Impact of their behaviour on own learning	Low	1 2 3 4 5 6 7 8 9 10 High
Impact of their behaviour on the learning of others	Low	1 2 3 4 5 6 7 8 9 10 High
Impact of their behaviour on teacher's delivery of curriculum	Low	1 2 3 4 5 6 7 8 9 10 High

Where does the behaviour occur? (tick all that apply)	Please describe below behaviours frequently observed:
Separation from primary carer	
Classroom	
Outdoor space	
Transitions	
At home	

What support/strategies are presently in place?

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Hertfordshire Behaviour Strategy: See Appendix 4 Hertfordshire’s Tiered Approach to Behaviour for examples of good practice including: Policy, Induction, Pastoral/Therapeutic Support, CPD, Communication, Support from FSW and other agencies.

Tier 1-the school provides support from its own resources to children who are beginning to experience difficulties. (This list is not exhaustive.)

Provided and in place:	YES	NO
Behaviour expectations outlined		
TA floating classroom support		
Nurture Group		
Pastoral Team support		
Protective behaviours delivered by school		
Mentoring		
Family support worker		
Therapeutic services		
SENDCo support/interventions		
Advice from local schools, special schools, Primary Behaviour Services		
CAMHs		
School based targeted interventions		
Use of Step On strategies		

Tier 2-the school accesses enhanced support for children that continue to struggle. (This list is not exhaustive.)

Provided and in place:	YES	NO
1:1 support in setting		
Family Support Worker Family centre/Hit part		
Steps call to Steps		
CAMHs Step 2		
ISL Educational Psychologist surgery time		
SENDIASS		
ISL SEND advice		
Individual Behaviour Support Plan		
Risk Management Plan		
Risk Assessment		
NESSie		
EY advisory teacher		
Woolgrove Outreach		

Signed: _____ (school)

Date: _____

Signed: _____ (parent/s)

Date: _____

Please return this referral by email (password protected), along with a Single Service Request Form (your hard copy signed by a parent) to:-

Sarah Lindus Lead Teacher Hitchin Primary Behaviour Support Service

leadteacherhpss@oughton.herts.sch.uk