



The Heights Blackburn - KS2 Nurture Referral Form

All sections must be completed before the application is processed. Failure to do so will slow down the referral.

Details of Young Person

First Name(s)		Gender	Male/ Female	
Surname				
Ethnicity		First Language		Religion
UPN				
ULN				
D.O.B		Year Group		Free School Meals
				Yes/No
Address Including Post Code				
Telephone Number				
Parent/Carer Email				

Emergency Contact Details Parent / Carers

Additional Emergency Contact Details

First Name		
Surname including title Mr/Mrs/Miss/Ms		
Relationship to Young Person		
Telephone Number		
Address (if different from above please give details)		



Referring School

Name of School	
Name of Key Worker	
Position	
Telephone Number	
Email	

Current Attendance		Exclusions	
% Attendance		Number of days	
% Authorised Absence		Number of occasions	
% Unauthorised Absence			

Please indicate sessions required

Monday (9am-2.45pm)		Tuesday (9am – 2.45pm)		Wednesday (9am – 2.45pm)	
Thursday (9am – 2.45pm)		Friday (9am – 12noon)		Full - Time	

Is the student currently on a part-time timetable? Yes / No

Details of timetable:

Travel Arrangements

Reason for Referral / Attitude towards School (please explain)



Family History (please explain)

Medical/Health Information

Name of Doctor and Address

Does the young person have any health issues/disabilities that we need to be aware of?

Allergies (Does the young person have any allergies that we need to be aware of?)

Young Persons Interests or hobbies

Please give details

**Is the young person a “child in our care”
If yes please give details below**

Yes / No

**Is the young person subject to a Child Protection Plan or CIN
(If yes, please attach)**

Yes / No

Name of Social Worker

Telephone Number

Local Authority



Does the young person have a CAF/TAF? If yes please give details below	Yes / No
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Name of lead professional	
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Organisation	
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Contact Details	
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Agencies Involved – please tick

	✓	Date of Involvement	Named Contact and Telephone number
No Agency Involvement			
ELCAS			
Children Services			
Engage			
Education Psychologist			
Any additional agencies involved			

**Give Relevant details of any current involvement of the above
(continue on separate sheet if necessary)**

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Academic / Learning Information

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Current Learning Information

Age currently working at for READING -

Age currently working at for WRITING -

Age currently working at for MATHS -

Does the student have an EHCP – Yes / No (Please attach if one is active)

Is the student on the schools SEN register – Yes / No

Reason on SEN register -

Does the student display any other difficulties:

Speech & Language –Yes/No

Dyslexia – Yes / No

ASD – Yes / No

ADHD – Yes / No

On any medication – Yes / No

Additional Information:

Have the young person's parents/carers been contacted and are they in agreement with this referral?

Yes / No

Does the Young Person agree with the referral?

Yes / No

What are the intended outcomes of the placement? In other words how will we know the placement has been successful

Signature:

Date:

Boxall Assessment Developmental Strands

Enter scores for Section 1 items in the appropriate column of section 1 histogram

Score each item in turn according to the Key below

4 Yes, or usually

3 At times

2 To some extent

1 Not really, or virtually never

0 Does not arise, not relevant.

		Score.	Column
1	Listens with interest when an adult explains something to the group.		A
2	Takes appropriate care of something s/he has made or work s/he has done Investment of feeling in his/her achievement is implied, and self esteem		F
3	Appreciates a joke or is amused by an incongruous statement or situation Disregard lack of appreciation of a joke which is at his/her expense disregard amusement that is clearly inappropriate		D
4	Is able to bring to a close an enjoyable activity when the adult, with adequate warning, makes a general request to the group. (Score 2 if a personal and specific request is needed)		G
5	Makes and accepts normal physical contact with others e.g. in drama, dance, PE, group games.		H
6	Makes appropriate and purposeful use of the materials/equipment/toys provided by the adult without the need for continuing direct support Disregard repetitive activity which does not progress		A
7	Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed e.g. unexpected visitors, supply teachers.		H
8	Makes an appropriate verbal request to another young person who is in his/her way or has something s/he needs.		H
9	Complies with specific verbal prohibitions on his/her personal use of equipment Score 2 if s/he complies but often protests or sulks		G
10	Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity. (e.g. during PE, drama, Circle Time or a group discussion)		J
11	Accommodating to other young people when they show friendly and constructive interest in joining his/her activity of a group.		H
12	Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her e.g. to get out his/her work book		A
13	Works or play alongside another young person who is independently occupied, without interfering or causing disturbance		G
14	Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations		B
15	Of his/her own accord returns to and completes a satisfying activity that has been interrupted e.g. s/he finishes a painting or carries on with a project later in the day or the following day		C

16	Is adequately competent and self-reliant in managing his/her basic personal needs e.g. hygiene issues, changing for PE		A
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Section 1a Development Strands

		Score	Column
17	In freely developing activities involving other young people s/he constructively adapts to their ideas and suggestions		I
18	Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming. Disregard occasional negativism		F
19	Accepts disappointments		J
20	Participates in adult led group activity e.g. group discussion, group performance		A
21	Shows genuine interest in another young person relays a personal experience; pays attention and gains from experience; does not intrude; does not take over		B
22	Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help		I
23	Recalls information of relevance to something s/he reads or hears about and makes a constructive link.		C
24	Makes constructive and reciprocal friendships which provide companionship Score 3 if the friendship is with one young person only Score 2 if no friendship lasts longer than a week Score 1 if the association is fleeting, albeit constructive and reciprocal		D
25	Contributes to the course of co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes e. g. lead role, support role, mediator.		E
26	Is reasonably able to prepare for planned tasks, organise required equipment and clear away. e. g. arrives at agreed time, organises equipment, pencils, pens, books, PE kit.		B
27	Communicates a simple train of thought with coherence e.g. an oral or written description of events		C
28	Responds to narrative stories with appropriate feelings; is able to identify characteristics in fictional texts.		D
29	Makes pertinent observations about the relationship between two other people; appropriately attributes and motives to them		D
30	Engages in conversation with another young person Where an interchange of information, ideas or opinions is implied		E

31	Looks up and makes eye contact when an adult is nearby and addresses him/her by name.		F
32	Sits reasonable still without talking or causing disturbance when the adult makes a general request to a group of young people for their attention		G
33	Gives way to another young person's legitimate need for the equipment s/he is using by sharing it with him/her		H
34	Shows curiosity and constructive interest when something out of the ordinary happens Is secure enough to accept a change or the introduction of something new, is alert to the possibilities of the event and gains from it.		D

Section 2

Diagnostic Profile

Enter scores for Section 2 items in the appropriate column of section 2 histogram

Score each item in turn according to the Key below

4 Like this to a marked extent

3 Like this at times

2 Like this to some extent

1 Only slightly or occasionally like this

0 Not like this at all

(if behaviour may exist but has not been observed leave score blank)

		Score	Column
1	Abnormal eye contact and gaze		V
2	Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation		R
3	Variable in mood; sometimes seeks and responds to affectionate contact with the adult, at other times rejects or avoids		W
4	Oblivious of people and events; doesn't relate; is out of contact and can't be reached		Q
5	Uncontrolled and unpredictable emotional outbursts or eruptions that release and relieve pent-up and endured anger or distress		X
6	Inappropriate noises, remarks, or behaviours, that are appear unrelated to the current situation.		T
7	Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the trigger is immediate and specific		Y
8	Relates and responds to adults in an immature way.		S
9	Always has to be first, must be the best,. Demands the most attention or immediate attention.		Z
10	Adopts stratagems to gain and maintain close physical contact with the adult		U
11	Lacks trust in the adults; intentions and is wary of what they might do; avoids contact; and readily shows fear		V

12	Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by others.		R
13	Contrary in behaviour; sometimes helpful, co-operative and compliant, at other times stubborn, obstinate and resistive.		W
14	Repetitively pursues a limited task which does not progress		Q
15	Spoils, destroys, or otherwise negates the achievement or success s/he has worked for and values		X
16	Gives uninhibited expression to boisterous and noisy behaviour, is not influenced by normal social constraints and expectations		T
17	Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies		Y
18	Over-reacts to warmth, attention or praise and responds inappropriately		S
19	Desperately craves affection, approval and reassurance, but questions the sincerity of the regard shown; seeks it repeatedly but remains insecure.		U

Section 2 A
Diagnostic Profile

		Score	Column
20	Has difficulty waiting; will push in, grab or take without consent.		Z
21	Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further		V
22	Self-disparaging and self-demeaning e.g. "I can't do this," "I'm rubbish at this")		R
23	Attention-seeking in a bid for recognition or admiration		W
24	Disparaging attitude to other children; is critical and contemptuous		Y
25	Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure		Q
26	Sulks when disapproval is shown, or when attention is withdrawn, or when thwarted		X
27	Shows fleeting interest and has limited concentration		T
28	Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge		Y
29	Possessive of personal objects and resists having them taken away.		S
30	Sullen, resentful, and negative in general attitude and mood		V
31	Can't tolerate even a slight imperfection in his/her work and is upset or angry if s/he can't put it right		W
32	Feels persecuted; believes others are against; him/her, and complains of being 'got at' and left out		X



33	Restless and erratic; behaviour that lacks direction.		T
34	Determinedly dominates or persecutes by bullying, intimidation, and the use of force		Y

Appendix 1

Key Stage	Provision	Cost per pupil		
2	Nurture	£35 per day (with transport £45 per day) If child has additional needs, please see banding below.		
3	Years 7 & 8			
4	Years 9, 10 & 11	Band 1	£6,270 per year (£33 per day)	Low level additional needs
		Band 2	£9,880 per year (£52 per day)	SEN Support / EHC Plan
		Band 3	£10,640 per year (£56 per day)	Complex Needs / High Risk Needs
2, 3 and 4	Anger Management Programme	£125 per pupil (5 x 1 hour sessions)		
Additional Costs				
Meals (Compulsory)		£2.30 per day		
Uniform: (KS3 /4 only)		Jumper £10 Tie £5		
Out of Borough transport		By arrangement		
EP Involvement		By arrangement		
KS4 Pupil Exams		Charged for the first entry for each qualification		
Work Experience arrangement		£35 – 45 per placement		

Our referral form has been updated. It is important the form is completed fully as we are unable to move forward until we have all the data, thus making the referral process run more smoothly and quickly.

As soon as we receive the completed referral form a meeting will be arranged with parents/carers, student, mainstream school and the Heights, to discuss the referral, and the Heights expectations. If everyone is in agreement regarding the placement a start date will be given.