**Please send the SEND Hub referral form plus this completed form securely to:** **karen.wicks@bridge.staffs.sch.uk**

*\* Please note that we cannot accept referrals for pupils who have an EHC Plan*

**Terms of placement:**

* Placements are charged at £50 per day and the minimum placement is two full days per week to be negotiated at point of referral. Pupil Premium funding will also be requested to support the pupil while in placement, for further information please email office@bridge.staffs.sch.uk
* Please note that longer term placement charges *may* be subject to further negotiation.
* Little Bridge will provide weekly attendance data and first day calls and will liaise with your safeguarding staff for any concerns and multi-agency working.
* Little Bridge opening hours are 9.15-2.30pm Mon-Thurs and 9.15-1.15pm Friday

**Programme for which student is being referred** (Please enter a cross in the appropriate box):

|  |  |
| --- | --- |
| Full Time Dual Registration bespoke programme 6 weeks then reintegration plan |       |
| Full Time Dual Registration bespoke programme 12 weeks then reintegration plan |       |
| Part Time Dual Registration bespoke programme 6 weeks then reintegration planPlease indicate days/times: |       |
| Part Time Dual Registration bespoke programme 12 weeks then reintegration planPlease indicate days/times: |       |
| Outreach/ advisory support in school |       |

|  |  |
| --- | --- |
| Intended start date: |       |
| Intended reintegration date (from):  |       |
| *Agreed placement end date (office only):* |       |

|  |
| --- |
| How will the school work in partnership with the PRU for this placement? (i.e. share resources, apply for AEN funding to support reintegration, complete EHC request, arrange joint meetings with agencies involved, attend six week review meetings, send staff over to provision for observations, reintegration planning, referral to Saplings etc.)     We agree to the terms of this commissioning planSigned:       Name:       Date:       |

**Pupil Profiling:**

Please complete the following scale using 1= rarely 2= sometimes 3=frequently 4= almost always

|  |  |
| --- | --- |
| **1. Self-Control** |  Score 1-4 |
| Can accept discipline without argument or sulking |  |
| Can arrive in classroom and settle down quietly and appropriately |  |
| Does not leave the room without permission |  |
| Can accept changes to plans or disappointments with an even temper |  |
| Shows some self-discipline when others try to encourage deviation |   |
| Is aware of normal sound levels and can be reminded of them and respond appropriately |   |
| Does not seek confrontation during unrestricted times e.g. break |   |
| **2. Management of Behaviour**  |   |
| Behaves in socially acceptable manner in public e.g. outings |   |
| Can maintain appropriate levels of behaviour when the classroom routine is disrupted |   |
| Will abide by accepted rules of an organised game |   |
| Goes to and stays in designated areas when requested e.g. playground, hall, etc. |   |
| Controls emotions appropriately when faced with difficulties  |   |
| Behaves appropriately in all areas of the school building |   |
| **3. Social Skills**  |   |
| Can cope with large numbers of people |   |
| Can accept that teacher time needs to be shared |   |
| Can ask a question and wait for the answer |   |
| Has appropriate communication skills e.g. asking questions and listening |   |
| Can work alongside others in a group situation without disruption |   |
| Interacts and plays in positive ways with peers |   |
| Apologises without reminder |   |
| Asks permission to use objects belonging to another person |   |
| Shows empathy for and comforts playmates in distress |   |
| Chooses own friends and maintains reciprocal friendships |   |
| Makes and accepts normal physical contact with others |   |
| Accommodates other children who ask to join in an activity |   |
| Is self-reliant in managing own hygiene and basic needs |   |
| Shows genuine interest in the news and activities of another child |   |
| Contributes actively to play with two or more children |   |
| Shows variation in the roles undertaken during co-operative play  |   |
| Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue |   |
| Addresses adults and children appropriately by name and with eye contact |   |
| Shares legitimately required equipment with another pupil |   |
| Can take turns in question and answer sessions |   |
| **4. Self -Awareness** |   |
| Willing to ask for help |   |
| Can accept responsibility for actions without denial |   |
| Can acknowledge own problems and is willing to discuss them |   |
| Can risk failure |   |
| States feelings about self, e.g. happy angry, sad, etc. |   |
| Maintains appropriate eye contact |   |
| **5. Confidence** |   |
| Contributes to class discussions |   |
| Participates in group work, making constructive suggestions and adapting ideas |   |
| Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc. |   |
| Participates in large class activities e.g. dance, role plays, performances, etc. |   |
| Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc. |   |
| Shows pride in achievements and presentation of work |   |
| Has self-esteem for self |   |
| **6. Skills For Learning**  |   |
| Can work alone without constant attention for brief periods |   |
| Can attempt to listen to explanations and instructions and attempt to act on them |   |
| Understands the structure of the day |   |
| Understands the role of the teacher and other adults in the room |   |
| Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc. |   |
| Understands that there are different places for lessons other than the classroom e.g. library, hall, etc. and behaves appropriately |   |
| Can constructively use unstructured time in the classroom |   |
| Can organise him/herself if help is not immediately available |   |
| Responds appropriately to personal request from teacher |   |
| Will work alongside another pupil without attempting any distractions |   |
| Can organise the materials needed for a task and clear them away appropriately |   |
| Shows appropriate levels of curiosity when changes to the room routines are observed |   |
| Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support |   |
| Shows a willingness to improve own literacy and numeracy |   |
| Can read sufficiently well to understand basic instructions needed for completion of tasks |   |
| Has developed some self-help strategies (at own level) e.g. using reference materials as word banks |   |
| Does not get up and wander around the classroom without a purpose |   |
| Needs a mainstream curriculum |   |
| Does not get impatient if help is not immediately forthcoming |   |
| Is willing to try complete a task independently |   |
| Pays attentions to class discussion and instructions |   |
| **7. Approach to Learning**  |   |
| Is prepared to work in lessons |   |
| Uses appropriate language and gestures |   |
| Wants to be reintegrated |   |
| Has parental support |   |
| Is courteous, and shows positive attitude towards staff |   |
| Can show an interest in lessons |   |
| Treats school property with care |   |
| Listens with interest to class explanations |   |
| Can accept disappointments e.g. when not chosen to participate in an activity |   |
| Will sit appropriately without causing a disturbance in both class and general school areas on request |   |
| Shows a sense of humour |   |

**From the scaling above, which three areas would you like to set as targets for placement work (select those which score 1), e.g.** Listens with interest to class explanations**:**

**1.**

**2.**

**3.**

**Risk Assessment**

0= not at all to 5= high risk

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **4** | **5** |
| Has been involved in theft |       |       |       |       |       |       |
| Truancy  |       |       |       |       |       |       |
| Absconding (leaving classroom or building) \* |       |       |       |       |       |       |
| Has issues around substance |       |       |       |       |       |       |
| Has issues around alcohol misuse |       |       |       |       |       |       |
| Has damaged property |       |       |       |       |       |       |
| Arson |       |       |       |       |       |       |
| Found in possession of an offensive weapon |       |       |       |       |       |       |
| Physical aggression towards peers |       |       |       |       |       |       |
| Physical aggression towards adults |       |       |       |       |       |       |
| Verbal aggression towards peers |       |       |       |       |       |       |
| Verbal aggression towards adults |       |       |       |       |       |       |
| Threatening behaviour towards peers |       |       |       |       |       |       |
| Threatening behaviour towards staff |       |       |       |       |       |       |
| Bullying peers verbal |       |       |       |       |       |       |
| Bullying peers physical |       |       |       |       |       |       |
| Persistent defiance |       |       |       |       |       |       |
| Refusal to follow instructions |       |       |       |       |       |       |
| Has exhibited sexually inappropriate behaviour |       |       |       |       |       |       |
| Has exhibited racist behaviour |       |       |       |       |       |       |
| Unpredictable behaviour |       |       |       |       |       |       |
| Irrational behaviour |       |       |       |       |       |       |
| Has made unsubstantiated allegations against staff |       |       |       |       |       |       |
| Physical intervention required |       |       |       |       |       |       |
| COVID 19 risk- spitting at staff |       |       |       |       |       |       |
| COVID 19 risk- unable to observe social distancing |       |       |       |       |       |       |
| TOTALS |       |       |       |       |       |       |

**Pupil Voice**

Please complete this section with the pupil directly:

|  |  |
| --- | --- |
| Things that I like:  |  |
| Things that I am good at:  |  |
| Things that I don’t like:  |  |
| Things that I need support with:  |  |
| Things that I am worried about:  |  |

*\*Please attach any wellbeing/ anxiety assessment tools already used to referral email e.g. SDQ score/ Boxall/ ELSA*

*\*\* Copies of APDR and SEND Support plans would also be useful to attach if pupil is on the SEND Register*