**Spring Lane School – Inclusion Support Team**

Referral Guidance Document 2017-2018

**Introduction:**

Following the restructure of the Pupil Learning Centre the Behaviour Support Outreach Service has been split into Primary and Secondary teams. Secondary outreach support is now located under Bury Secondary PRU and will be known as The Inclusion Support Team based at Spring Lane School in Radcliffe.

The Team has revised its working practices and referral procedures in line with the new SEND Code of Practice. Our offer to schools and details of the procedures and processes we will operate under are summarised in our Service Agreement with Secondary Schools document which will be distributed to our key partnership colleagues in schools.

The key themes of the changes we have made are:

* To match the process of our referral system and intervention work to the Assess/Plan/Do/Review cycle.
* To adapt our working practices to involve and include parents/carers and young people in our work and respond to their wishes and aspirations.
* To support schools in the planning and implementation of effective support to meet the SEMH needs of young people within the expectations of the Code of Practice.

**Referral Guidance**

* The first step in making a referral for assessment is to invite the IST to the next review meeting of the current school support cycle.
* Schools have received the documentation required to refer pupils to the Inclusion Support Team. This contains:
	+ A request for IST assessment (RISTA) form
	+ A referral cycle flowchart and checklist
	+ A person centred profile to complete
	+ A subject and home based pupil profile to complete
	+ An introductory leaflet of the work of the team for parents

**RISTA form guidance**

The initial referral form is a request for an **assessment** of the pupil’s current SEMH needs which will be undertaken by Inclusion Support Team teachers in order to **plan** support in partnership with school and parents/carers.

**Section 1** of the form requests pupil/family details. It is important all details are completed fully and accurately as this information informs our data base and provides a communication link with parents/carers.

**Code of Practice** codes are: school support **A** – school support plus **P** –statement/EHC plan **S**. Pupils should already be involved in at least an initial support intervention cycle.

**CYPIC** –Child/young person in care

**Ethnicity Codes** are:

**Asian/Asian British** - Bangladeshi **ABAN** – Indian **AIND** – Pakistani **APKN -** Any other Asian background **AOTH**

**Black/Black British** – African **BAFR** – Caribbean **BCRB** – Any other Black background **BOTH**

**Chinese** – **CHNE**

**Dual Background** - White/Asian **MWAS -** White/Black Caribbean **MWBC -** White/Black African **MWBA**

**White –** White British **WBRI –** White Irish **WIRI –** White Traveller Irish Heritage **WTIH –** White any other background **WOTH –** White Gypsy/Roma **WROM**

**Any other ethnic group** – **OOTH**

**Parents/carers**

This can be complicated but it is important we know exactly who has parental responsibility for the pupil and their contact details. Please ensure that if parents/carers supply email addresses (preferable) they are comfortable with being contacted by the Inclusion Support Team.

**Safeguarding/social care**

It is vital we know the current safeguarding/social care status of a young person and who is involved.

**Please note** referrers are asked to indicate whether there are **any** social care/safeguarding/background issues/concerns we need to be aware of. These need not be documented on the referral form but indicates that we need to be aware/have a conversation to ensure we do not compromise the safety/well- being of the referred pupil.

**Agencies/School based support**

To ensure effective communication and to support the range of pupils’ needs we need to be aware of the nature and role of any supporting outside agencies and who the Key Professional is.

Within school a number of supporting adults may be involved – it is important we know who is involved and what their role is to gain a full picture of the support around the pupil and avoid duplication.

**Section 2** of the form requests a brief explanation of the issues/concerns affecting pupil progress/inclusion in school. Helpful supporting information can include:

* Behaviour Logs/exclusion details
* Report card summaries
* Attendance records
* Progress/attainment reports

**School assessment/intervention**

We need a description of what assessments school have made and what support is in place for the pupil/what has been tried to date and the outcomes.

Schools will record their interventions/support plans in a variety of ways. Helpful information will include:

* APDR intervention plans/review outcomes
* Behaviour Support Plans/PSP’s

**Person Centred Profile**

This is best completed by a colleague who knows the pupil well or as a collaborative exercise and provides us with a very valuable insight into the strengths and weaknesses of a pupil. We have provided an exemplar template for guidance. **We require completion of this profile.**

**Subject Profiles**

This gives us an insight into the issues/concerns across a range of subjects from the teacher’s perspective in a user friendly format and to share what works well with pupils. It **must** be included. It would be really helpful also to have a copy of the pupil’s timetable where possible.

Schools are welcome to use these documents for their own assessment purposes outside of a referral.

**Home Profile**

This gives us an insight into the issues/concerns in the home environment from the parent/carer’s perspective in a user friendly format and to share what works well with pupils. It **must** be included.

**Parent/Carer declaration**

Please note the RISTA form is for an initial assessment of pupil needs -parents/carers are not committing to any particular form of support. Parents/carers **must** be aware of the referral and **must** sign to indicate their agreement with it.

Ideally, this will be part of a school review/planning meeting which we can attend but if it has not been possible to meet we will contact them on receipt of referral.

We have provided a leaflet to introduce the team and its work to parents/carers as part of school’s discussion with them (please note it is in “publisher”) on which you can record our contact details for them.

Parents/carers need to be aware that our initial assessment work may involve observation/discussion with their child to which they must agree. They can also consent or not to information sharing.

**Next steps**

Following referral for **assessment** and completion of this initial phase of intervention the aim will be to convene a meeting to **plan** support for the pupil, identify roles for the Inclusion Support Team (and all) to **do** and agree progress targets. The plan will include a timescale and **review** date, completing an initial cycle of intervention.