

### The Peak Academy Referral Form

Name of student		Year group				
Home school		Date of birth				
Student's address						
Prior Attainment	KS2		KS3			
	English		English			
	Maths		Maths			
	Science		Science			
	Attendance		Attendance			
Current KS4 curriculum	Subject	Predicted grade	Subject	Predicted grade	Subject	Predicted grade
	English					
	Maths					
	Science					
Attendance at KS4						
Academic Potential	FFT					
Academic predictions based on available data, please tick the most likely outcome	Achieve 5+ GCSE A to C or equiv. inc Eng/Maths					
	Achieve 5+ GCSEs or equivalent A to C					
	Achieve 5+ GCSEs or equivalent A to G					
	Achieve 1+ GCSE or equivalent					
	Likely to achieve below GCSE					
<b>Details of any previous secondary schools attended</b>						
<b>Name of Schools:</b>		<b>From:</b>		<b>To:</b>		
Give details of any personalised support or provision	KS2	KS3			KS4	
Behaviour	KS2	KS3			KS4	
	Internal exclusions		Internal exclusions		Internal exclusions	
	FTE		FTE		FTE	
<b>Exclusion history over last 12 months</b>						
<b>Dates of exclusion</b>		<b>Length of exclusion (days)</b>	<b>Reason for exclusion</b>			
<b>From</b>	<b>To</b>					

Comment on Behaviour	
----------------------	--

**2. SEND Profile**

Please tick all the boxes that apply to the student

My Plan       My Plan Plus       EHCP

**Please provide details of the student's:**

<b>Primary Need</b>	
<b>Secondary Need</b>	
<b>Tertiary Need</b>	
<b>IEP</b>	Yes/No <div style="text-align: right; margin-top: 5px;">If yes please attach</div>
<b>Does the student have a specific diagnosis?</b> (e.g ADHD, ASD, Epilepsy, Dyslexia)	Yes/No

If yes, please give details:

## Views of Student and Parent/Carer

Comment from Student

Comment from Parent/Carer

## Views of other services

Comment from Services

Completed by (Please sign and put your name position and the date completed)

Name:..... Date:.....

Position:.....

## Needs analysis

<p>Are there any courses or provision the student is currently following that should be continued in the new provision? NB: this could include hobbies/interests</p>	
<p>Is there any additional support that should be continued in the new provision?</p>	

Please tick the aspects of personalised provision that this student may require to achieve academic potential taking into account their level of risk

Support requirements	Tick if required	Cost (TBC)	Comment
Reduced timetable			
Identified key worker	C		
1:1 tuition for some or all of the day	C		
TA support in all lessons			
TA support for practical lessons.			
Small teaching groups	C		
Time out card			
Mentor support	C		
Structured support during break/ lunchtime.			
Forest School			
Counselling			
Equine			
Art Stories			
Therapy through Horticulture			
Step2progress			
Other- please specify			

Key  
C – compulsory

### Decision

Decision

Please set out the decision and the reasons for it.

Signature of Principal

Date:

Decision of Pupil Council

Signature of Chairperson

Date:

## SEND Pupil Bandings

<b>Description</b>	
<p><b><u>Band A</u></b></p> <ul style="list-style-type: none"> <li>• Delayed cognitive development, considerable difficulty in acquiring literacy and numeracy skills and understanding concepts, P Scales in primary, below Level 2 in secondary;</li> <li>• Associated communication difficulties: <ul style="list-style-type: none"> <li>• &gt; Wants to communicate but has limited expressive language;</li> <li>• &gt; Delayed receptive language skills;</li> <li>• &gt; May be able to follow simple instructions;</li> </ul> </li> <li>• May need specific equipment to enable curriculum access; May have additional health/medical needs;</li> <li>• May lack awareness of danger.</li> <li>• Rigidity of behaviour, thought, language and communication are persistent and impede learning;</li> <li>• Limited communication with no interest in peers but may develop a little communication for personal desires/needs;</li> <li>• Require additional therapies;</li> <li>• Require regular support to maintain and develop self-care and health and safety routines;</li> <li>• Cognitive ability in line with MLD.</li> <li>• Easily distracted, needs focusing to participate in learning, may have a diagnosis of ADHD and needs structured behavioural programme to enable them to access the curriculum;</li> <li>• Over concerned about what others may do and how s/he is perceived by them;</li> <li>• Interferes in the activities of others;</li> <li>• Worried, emotional, lacking in self-confidence and self-esteem needing a nurturing environment;</li> <li>• Relationship difficulties with peers and adults;</li> <li>• May abscond within school boundaries, when things go wrong.</li> </ul>	
<p><b><u>Band B</u></b></p> <ul style="list-style-type: none"> <li>• Significant intellectual or cognitive impairments affecting ability to access curriculum without support- attainments usually below Level 1;</li> <li>• May have difficulties with mobility, communication, perception and the acquisition of self-help skills;</li> <li>• Unlikely to be independent in everyday self-care;</li> <li>• Unlikely to be independent outside familiar settings;</li> <li>• May use signs and symbols but will also have some language and engage in simple conversations;</li> <li>• May need AAC support.</li> <li>• Rigidity and resistance to social interaction may result in regular challenging behaviours;</li> <li>• Self-absorbed and difficult to engage;</li> <li>• Require frequent support to develop independence skills and address health and safety issues;</li> <li>• Cognitive ability well below norm range;</li> <li>• Require additional therapies.</li> <li>• Challenging behaviour that also disrupts the learning of others;</li> <li>• Understands consequences but lacks self-control and personal boundaries;</li> <li>• Cannot accept responsibility for own actions;</li> <li>• Has a limited understanding of why others act as they do;</li> <li>• Lacks empathy;</li> <li>• Non-compliant, deliberately challenging and hard to engage</li> </ul>	
<p><b><u>Band C</u></b></p> <ul style="list-style-type: none"> <li>• Pupil entirely reliant upon an adult for a significant part of their care needs, e.g. changing, feeding and dressing and medical intervention;</li> <li>• Require additional therapies, e.g. access to a sensory room, physiotherapy, hydrotherapy;</li> <li>• Profound learning difficulties, early P Scale range;</li> <li>• May have physical disability, sensory impairment or a severe medical condition;</li> <li>• Some communication skills with the use of aids to the point of expressing some likes and dislikes and possibly some self-initiated wishes</li> <li>• Requires access to significant individually tailored specialist equipment (e.g.</li> </ul>	

<ul style="list-style-type: none"> <li>• seating) and/or resources including technical aids to allow curriculum access, care and support.</li> <li>• Have conditions that overlap and interlock creating a complex profile, e.g. mental health, behavioural, physical, medical, sensory, communication and cognitive;</li> <li>• Require personalised learning pathways that recognise unique and changing learning patterns;</li> <li>• Require specific support often of a multi-disciplinary nature;</li> <li>• Attainment may be inconsistent, presenting atypical or uneven profiles. May work at any level including the National Curriculum and P Scales;</li> <li>• Requires access to significant individually tailored specialist equipment (e.g. seating) and/or resources including technical aids to allow curriculum access, care and support.</li> <li>• Rigidity and resistance to social interaction results in frequent challenging behaviours that endanger self and others;</li> <li>• Self-absorbed and difficult to engage;</li> <li>• Require a high level of supervision to maintain safety;</li> <li>• Cognitive ability well below norm range;</li> <li>• Requires additional therapies and multi-agency support;</li> <li>• Requires access to significant individually tailored specialist equipment (e.g. seating) and/or resources including technical aids to allow curriculum access, care and support.</li> <li>• Highly volatile, engages in verbal and physical abuse of adults and peers;</li> <li>• May have substance misuse, mental health or other issues;</li> <li>• May be involved in the criminal justice system</li> <li>• May have complex neurological difficulties that significantly impact on behaviour and learning.</li> </ul>	
<p><b><u>Band D</u></b></p> <ul style="list-style-type: none"> <li>• Pupil entirely reliant upon an adult for all of their care needs, e.g. changing, feeding, dressing and medical intervention</li> <li>• Requires additional therapies, e.g. access to a sensory room, physiotherapy, hydrotherapy;</li> <li>• Severe learning difficulties, early P Scale range (P Scale 1 – 3)</li> <li>• Will have a physical disability, sensory impairment or a severe medical condition;</li> <li>• Will be reliant on limited physical responses to express pre-intentional communication and/or requires a communication aid to express some likes and dislikes;</li> <li>• Gastric peg;</li> <li>• Complex feeding difficulties;</li> <li>• Requires access to significant individually tailored specialist equipment (e.g. seating) and/or resources including technical aids to allow curriculum access, care and support.</li> <li>• Have conditions that overlap and interlock creating a complex profile, e.g. mental health, behavioural, physical, medical, sensory, communication and cognitive;</li> <li>• Require personalised learning pathways that recognise unique and changing learning patterns and behaviours</li> <li>• Always supported by a specialist trained adult</li> <li>• Require specific support which is of a multi-disciplinary nature</li> <li>• Attainment may be inconsistent, presenting atypical or uneven profiles. May work at any level including the National Curriculum and P Scales;</li> <li>• Requires high levels of personal care (feeding, dressing) and medical interventions;</li> <li>• Requires access to significant individually tailored specialist equipment (e.g. seating) and/or resources including technical aids to allow curriculum access, care and support.</li> <li>• Rigidity and resistance to social interaction results in frequent severely challenging behaviours that endanger self, others and the environment;</li> <li>• Self-absorbed and resists engagement;</li> <li>• Often requires more than one to one supervision to maintain safety and engage in learning</li> <li>• Require additional therapies and multi-agency support in particular mental health.</li> <li>• Exceedingly volatile, violent behaviour is a danger to others;</li> <li>• Threats of and actual physical violence towards adults on a regular basis;</li> <li>• Exhibits sexualized behaviours that require one to one supervision for own and others safety;</li> <li>• Requires access to significant individually tailored specialist equipment (e.g. seating) and/or resources including technical aids to allow curriculum access, care and support</li> </ul>	
<p><b><u>Band E</u></b></p> <p>Exceptional pupils require very significant additional support to maintain their place within a Gloucestershire school. This will mean at least 2-1 staffing or evidenced needs. The school will need to provide significant evidence from a range of sources to justify this banding request.</p>	

