

**Referral Form – Intervention & Prevention Teacher Support**  
(FORMS SHOULD BE SUBMITTED TO INTERVENTION & PREVENTION TEACHER'S LINE MANAGER)

<b>Name of Lead Professional</b>			<b>Designation</b>		
<b>Pupil Name:</b>					
<b>Date of Birth:</b>					
<b>School:</b>					
<b>Class:</b>					
<b>CfE Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Talking &amp; Listening</b>	<b>Maths</b>	<b>Health &amp; Wellbeing</b>
<b>Aberdeenshire Staged Intervention Level</b>					

**Brief summary of the pupil's strengths**

**Brief summary of barriers to learning / factors giving rise to the need for additional support.**

<b>Access to the curriculum</b>	
<b>Communication</b>	
<b>Mobility</b>	
<b>Safety</b>	
<b>Self-help skills</b>	
<b>Sensory needs</b>	
<b>Social skills</b>	
<b>Other</b>	

**Please highlight the staged interventions currently in place or attempted previously and an indication of the impact of the intervention. Include staff / other professionals who have supported**

<b>Staged intervention</b>	<b>Other intervention / further detail / impact</b>	<b>Staff / other professionals involved</b>
<p><b>Universal Support (Level 0) e.g.</b></p> <ul style="list-style-type: none"> <li>• High quality learning and teaching approaches and environment</li> <li>• Cooperative learning and active literacy</li> <li>• Multisensory approaches to teaching and learning</li> <li>• Dyslexia friendly environment (use of Dyslexia Toolkit)</li> <li>• English as an Additional Language (EAL) advice</li> <li>• Autism friendly environment</li> <li>• Whole school approach to positive behaviour including restorative practice</li> <li>• CALM theory has been completed</li> <li>• Use of Total Communication Policy</li> <li>• Use of visual supports (Widgit - Communicate: In Print) should be used for visual timetables etc.</li> <li>• Personal learning planning incorporating differentiated curricular resources</li> <li>• Nurturing environment and positive relationships</li> <li>• Robust assessment arrangements linked to tracking, monitoring and reporting</li> <li>• Additional Support for Learning (ASL) advice and consultation</li> </ul>		

<p><b>Targeted Support (Level 1) e.g.</b></p> <ul style="list-style-type: none"> <li>• Children and young people may access targeted individual / group intervention</li> <li>• Assessment and intervention by Additional Support for Learning (ASL) teacher</li> <li>• Targeted support from Pupil Support Assistant (PSA)</li> <li>• Professional dialogue with Educational Psychology Service</li> <li>• Advice and consultation from Sensory Support Services</li> <li>• English as an Additional Language (EAL) advice and consultation/ targeted support</li> <li>• Informal advice from Aberdeenshire Special Technology Service (ASPECTS)</li> <li>• Supervised extra time, separate accommodation, digital papers for assessment e.g. SQA, formal assessment</li> <li>• Individual registration arrangements/ Alternative registration arrangements e.g. Soft Start</li> <li>• Alternative strategies to de-escalate emotion or behaviour</li> <li>• Use of Makaton</li> <li>• Access to quiet area/ sensory room</li> <li>• Outreach provided by Enhanced Provision</li> </ul>		
<p><b>Targeted Plus Support (Level 2) e.g.</b></p> <ul style="list-style-type: none"> <li>• A pupil plan may be appropriate for children and young people: IEP, Care Plan, MAP</li> <li>• Regular contact with named staff member for support</li> <li>• Nurture group support</li> <li>• Adapted timetable arrangements to facilitate targeted support</li> <li>• Enhanced Provision in-reach,</li> <li>• Single Agency Assessment and Child's Plan</li> <li>• Targeted speech, language and communication intervention in accordance with IEP targets</li> <li>• Targeted literacy intervention in accordance with IEP targets</li> <li>• English as an Additional Language (EAL) – targeted support in response to additional support need (other than EAL)</li> <li>• Targeted support from Sensory Services</li> <li>• Targeted support for assessment e.g. reading, scribing</li> <li>• Targeted enhanced transition planning at key stages</li> <li>• Outreach support provided by Community Resource Hub</li> <li>• Access to a personalised curriculum to support social, emotional and life skills development e.g. RDA, swimming, community visits</li> <li>• Formal consultation with Educational Psychology may be appropriate</li> <li>• Formal consultation with Aberdeenshire Special Technology Service (ASPECTS) which may lead to targeted intervention</li> <li>• Targeted intervention from Community Learning and Development (CLD) in accordance with Child's Plan</li> <li>• Targeted intervention from IPT, PSW and school counsellors in accordance with the Child's Plan</li> <li>• Short term individual tuition may be authorised by Inclusion, Equity and Wellbeing Team</li> </ul>		
<p><b>Intensive Support (Level 3) e.g.</b></p> <ul style="list-style-type: none"> <li>• Multi-agency assessment and Child's Plan</li> <li>• Coordinated Support Plan where appropriate</li> <li>• Alternative and augmentative communication system</li> <li>• Regular targeted support required to attend to care needs</li> <li>• Targeted programs of work by education staff under the guidance of NHS staff</li> <li>• In-reach support provided by Community Resource Hub</li> <li>• Targeted support to develop social, emotional and life skills through the implementation of LPP</li> </ul>		

<b>Please tick to indicate documentation that is currently in place:</b>			
<b>Individual Education Plan</b>		<b>Managing Accessibility Plan</b>	
<b>Single Agency Child's Plan</b>		<b>Behaviour Risk Assessment</b>	
<b>Multi Agency Child's Plan</b>		<b>Personal Emergency and Evacuation Plan</b>	
<b>Coordinated Support Plan</b>			
<b>NHS Protocol(s)</b>		<b>Detail of NHS Protocol(s):</b>	

<b>Please tick to indicate other services and agencies involved:</b>			
<b>Community Paediatrician</b>		<b>Educational Psychology</b>	
<b>Social Work</b>		<b>CLD</b>	
<b>Child &amp; Family Mental Health</b>		<b>Intervention &amp; Prevention Teacher</b>	
<b>Occupational Therapy</b>		<b>Pupil Support Worker</b>	
<b>Physiotherapy</b>		<b>Nurture Teacher</b>	
<b>Speech &amp; Language Therapy</b>		<b>Sensory Support Service</b>	
<b>Other (please specify below)</b>		<b>EAL Service</b>	
		<b>School Counselling Service</b>	
		<b>Learning Pathway Plus Provider(s) (please specify below)</b>	

**Views of parents / carers**

**Views of child / young person**

Type of support required	✓	Further information if necessary
Whole Class input		
Group work		
Work with individual pupil		
Individual Behaviour Risk Assessment and Plan		
Strategies		
Other		

**How can the Intervention & Prevention Teacher support the professional development of staff as part of the intervention e.g. restorative approaches, autism friendly strategies?**

**Based on the SHANARRI indicators, what would the impact and benefit be to the pupil/family if support from the Intervention & Prevention Teacher is approved?**

<b>Safe</b>	
<b>Healthy</b>	
<b>Achieving</b>	
<b>Nurtured</b>	
<b>Active</b>	
<b>Respected</b>	
<b>Responsible</b>	
<b>Included</b>	

**Proposed Targets and Anticipated Exit Strategy**

**Head Teacher's Signature**

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<b>Outcome</b>	
<b>Date referral form considered :</b>	
<b>Outcome of referral:</b>	<b>Date lead professional informed:</b>
<b>Timeline of support i.e. dates and times:</b> (Support is generally provided in blocks of 6 – 8 weeks but a degree of flexibility may be required)	
<b>Anticipated exit date:</b>	

<b>Head Teacher's Signature (Intervention &amp; Prevention Teacher's Line Manager)</b>		<b>Date:</b>
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