**Referral Form – Nature Nurture Practitioner Support**

**(FORMS SHOULD BE SUBMITTED TO NATURE NURTURE PRACTITIONER’S LINE MANAGER)**

**Please refer to *Nature Nurture Practitioners Guidance for Schools* for more information about the service**

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| **Name of Lead Professional** |  | | **Designation** | | |  | | |
| **Pupil Name:** |  | | | | | | | |
| **Date of Birth:** |  | | | | | | | |
| **School:** |  | | | | | | | |
| **Class:** |  | | | | | | | |
| **CfE Level** | **Reading** | **Writing** | | **Talking & Listening** | **Maths** | | **Health & Wellbeing** |
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| **Aberdeenshire Staged Intervention Level** |  | | | | | | | |
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| **Brief summary of the pupil’s strengths** | | | | | | | | |
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| **Please specify any medical diagnoses:** | | | | | | | | |
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| **Brief summary of pupil’s additional support needs:** | | | | | | | | |
| **Access to the curriculum** |  | | | | | | | |
| **Speech, Language or Communication** |  | | | | | | | |
| **Mobility** |  | | | | | | | |
| **Personal care** |  | | | | | | | |
| **Safety** |  | | | | | | | |
| **Independence skills** |  | | | | | | | |
| **Sensory** |  | | | | | | | |
| **Emotional self-regulation** |  | | | | | | | |
| **Social skills and peer relationships** |  | | | | | | | |
| **Other** |  | | | | | | | |

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| **Wellbeing concern (please indicate by ticking √)**  **Where there is more than one, please indicate which is the most prevailing by highlighting** √ | | | |
| **Self Harm** |  | **Trauma** |  |
| **Depression/Low Mood** |  | **Bereavement** |  |
| **Anxiety** |  | **Gender Identity** |  |
| **Emotional Regulation Difficulties** |  | **Substance Misuse** |  |
| **Attachment/ Relationship Needs** |  | **Other:** |  |
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| **Please tick 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** | | | |
| **Staged intervention** | **Other intervention / further detail / impact** | **Staff / other professionals involved** | |
| **Universal Support (Level 0) e.g.**  High quality learning and teaching approaches and   environment  Cooperative learning and active literacy  Multisensory approaches to teaching and learning  Dyslexia friendly environment (use of Dyslexia Toolkit)  English as an Additional Language (EAL) advice  Autism friendly environment  Whole school approach to positive behaviour including   restorative practice  CALM theory has been completed  Use of Total Communication Policy  Use of visual supports (Widgit - Communicate: In Print) should   be used for visual timetables etc.  Personal learning planning incorporating differentiated   curricular resources  Nurturing environment and positive relationships  Robust assessment arrangements linked to tracking,   monitoring and reporting  Additional Support for Learning (ASL) advice and consultation |  |  | |
| **Targeted Support (Level 1) e.g.**  Children and young people may access targeted individual /   group intervention  Assessment and intervention by Additional Support for   Learning (ASL) teacher  Targeted support from Pupil Support Assistant (PSA)  Professional dialogue with Educational Psychology Service  Advice and consultation from Sensory Support Services  English as an Additional Language (EAL) advice and   consultation/ targeted support  Informal advice from Aberdeenshire Special Technology   Service (ASPECTS)  Supervised extra time, separate accommodation, digital papers   for assessment e.g. SQA, formal assessment  Individual registration arrangements/ Alternative registration   arrangements e.g. Soft Start  Alternative strategies to de-escalate emotion or behaviour  Use of Makaton  Access to quiet area/ sensory room  Outreach provided by Enhanced Provision |  |  | |
| **Targeted Plus Support (Level 2) e.g.**  A pupil plan may be appropriate for children and young people: IEP, Care Plan, MAP  Regular contact with named staff member for support  Nurture group support  Adapted timetable arrangements to facilitate targeted support  Enhanced Provision in-reach,  Single Agency Assessment and Child’s Plan  Targeted speech, language and communication intervention in   accordance with IEP targets  Targeted literacy intervention in accordance with IEP targets  English as an Additional Language (EAL) – targeted support in   response to additional support need (other than EAL)  Targeted support from Sensory Services  Targeted support for assessment e.g. reading, scribing  Targeted enhanced transition planning at key stages  Outreach support provided by Community Resource Hub  Access to a personalised curriculum to support social,   emotional and life skills development e.g. RDA, swimming,   community visits  Formal consultation with Educational Psychology may be   appropriate  Formal consultation with Aberdeenshire Special Technology   Service (ASPECTS) which may lead to targeted intervention  Targeted intervention from Community Learning and   Development (CLD) in accordance with Child’s Plan  Targeted intervention from IPT, PSW and school counsellors in   accordance with the Child’s Plan  Short term individual tuition may be authorised by Inclusion,   Equity and Wellbeing Team |  |  | |
| **Intensive Support (Level 3) e.g.**  Multi-agency assessment and Child’s Plan  Coordinated Support Plan where appropriate  Alternative and augmentative communication system  Regular targeted support required to attend to care needs  Targeted programs of work by education staff under the   guidance of NHS staff  In-reach support provided by Community Resource Hub  Targeted support to develop social, emotional and life skills   through the implementation of LPP |  |  |

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

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| **Please tick to indicate other services and agencies involved:** | | | |
| **Community Paediatrician** |  | **Educational Psychology** |  |
| **Social Work** |  | **CLD** |  |
| **Child & Family Mental Health** |  | **Intervention & Prevention Teacher** |  |
| **Occupational Therapy** |  | **Pupil Support Worker** |  |
| **Physiotherapy** |  | **Nurture Teacher** |  |
| **Speech & Language Therapy** |  | **Sensory Support Service** |  |
| **Other (please specify below)** |  | **EAL Service** |  |
|  |  | **School Counselling Service** |  |
|  |  | **Learning Pathway Plus Provider(s) (please specify below)** |  |
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| **Views of parents / carers** |
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| **Views of child / young person** |
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| **Type of support required** | **🗸** | **Further information if necessary** |
| Work with individual pupil |  |  |
| Group work |  |  |
| Work with individual family |  |  |
| Work with group of families |  |  |

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| **Based on the SHANARRI indicators, what would the impact and benefit be to the pupil/family if support from the Nature Nurture Practitioner is approved?** | |
| **Safe** |  |
| **Healthy** |  |
| **Achieving** |  |
| **Nurtured** |  |
| **Active** |  |
| **Respected** |  |
| **Responsible** |  |
| **Included** |  |

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| **Head Teacher’s Signature** |  |

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| Outcome | |
| **Date referral form considered :** | |
| **Outcome of referral:** | **Date lead professional informed:** |
| **Timeline of support i.e. dates and times:**  **(Support is generally provided for one term)** | |
| **Anticipated exit date:** | |

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| **Head Teacher’s Signature**  **(Nature Nurture Practitioner’s Line Manager)** |  | **Date:** |