**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Lead Professional**  |  | **Designation** |  |
| **Pupil Name:** |  |
| **Date of Birth:** |  |
| **School:** |  |
| **Class:** |  |
| **CfE Level**  | **Reading** | **Writing** | **Talking & Listening**  | **Maths** | **Health & Wellbeing** |
|  |  |  |  |  |
| **Aberdeenshire Staged Intervention Level** |  |
|  |
| **Brief summary of the pupil’s strengths** |
|  |
| **Please specify any medical diagnoses:** |
|  |
| **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** |  |

|  |
| --- |
| **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:** | **[ ]**  |
|  |  |  |  |

|  |
| --- |
| **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 supportNurture 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 |  |  |

|  |
| --- |
| **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):**  |

|  |
| --- |
| **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)** | **[ ]**  |
|  |  |  |  |

|  |
| --- |
| **Views of parents / carers** |
|  |
| **Views of child / young person** |
|  |

|  |  |  |
| --- | --- | --- |
| **Type of support required**  | **🗸** | **Further information if necessary** |
| Work with individual pupil | [ ]  |  |
| Group work | [ ]  |  |
| Work with individual family | [ ]  |  |
| Work with group of families | [ ]  |  |

|  |
| --- |
| **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** |  |

|  |  |
| --- | --- |
| **Head Teacher’s Signature**  |  |

**…………………………………………………………………………………………………………………………………………………**

|  |
| --- |
| 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:**  |

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