

Raedwald Trust – Home School Information

Pupil:	Home School:
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Entry profile:

Reading <i>(please identify any additional assessments and resultant Standardised Scores within last 2 years)</i>	Writing <i>(please identify any additional assessments and resultant Standardised Scores within last 2 years)</i>	Mathematics <i>(please identify any additional assessments and resultant Standardised Scores within last 2 years)</i>	Any other relevant assessment information <i>(please identify any additional assessments and resultant Standardised Scores within last 2 years)</i>			
Transition information (for all pupils KS1 – KS4)			GCSE			
<input type="checkbox"/> Passed Phonics Screening Check Yes/No Statutory Assessment outcomes for Reading: End of KS1 TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre-Key Stage Standard: 1 2 3 4 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS End of KS2 tests or TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre-Key Stage Standard 1 2 3 4 5 6 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS Scaled score in Reading SATs: _____	Statutory Assessment outcomes for Writing: End of KS1 TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard: 1 2 3 4 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS End of KS2 test/TA for Writing AND GPS*: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard 1 2 3 4 5 6 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS Scaled score in GPS SATs: _____	<input type="checkbox"/> Multiplication Tables Check outcome: _____ Statutory Assessment outcomes for Maths: End of KS1 TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard: 1 2 3 4 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS End of KS2 test/TA for Maths: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard 1 2 3 4 5 6 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS Scaled score in Maths SATs: _____	Please identify all GCSEs and/or Functional Skills/Entry Level qualifications your pupil is currently accessing.			
			Subject	Syllabus	Current Grade	Predicted Grade

PSED:

It is likely that many pupils will have gaps in their early personal, social and emotional development, across EYFS – KS4. Please tick developmental areas that you feel are currently **secure** for your pupil/young person.

Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
<ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	<ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. 	<ul style="list-style-type: none"> Aware of own feelings and knows that some actions and words can hurt others' feelings.
<ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. 	<ul style="list-style-type: none"> Welcomes and values praise for what they have done. 	<ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
<ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing. 	<ul style="list-style-type: none"> Enjoys responsibility of carrying out small tasks. 	<ul style="list-style-type: none"> Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.
<ul style="list-style-type: none"> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<ul style="list-style-type: none"> Is more outgoing towards unfamiliar people and more confident in new social situations. 	<ul style="list-style-type: none"> Can usually adapt behaviour to different events, social situations and changes in routine.
<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. 	<ul style="list-style-type: none"> Confident to talk to other children when playing, and will communicate freely about own home and community. 	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
<ul style="list-style-type: none"> Explains own knowledge and understanding and asks appropriate questions of others. 	<ul style="list-style-type: none"> Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting.
	<ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken something they wanted themselves.
	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. 	

Please could you complete the following to inform the pupil's Individual Learning Plan (ILP):

	Strengths	Difficulties
Written Expression		
Reading		
Mathematics		
Independent Learning		
Social and Communication Skills		

Please fill in the following information:

What does the pupil enjoy?	
What does the pupil find challenging?	
Triggers?	
Effective De-escalation?	
Has the use of physical restraint been necessary (historically or currently) Yes/No	

Additional documentation:

Please could you provide the following relevant documentation/information (if not already included in your original referral):

	Pupil exercise books / folders (or appropriate examples of pupil work)
	Current progress information for core subjects, including most recent Alternative Tuition Service / CISS / Outreach report (if supported by these services)

	Relevant curriculum overviews for the current academic year (and next academic year for KS4 as appropriate).
	Any updates to current status (FNM/CIN/ CP/CIC) and key professionals involved. Please set up an urgent meeting with us to discuss any relevant safeguarding concerns prior to start date (if appropriate).
	Current attendance certificate for current academic year (if not included on referral paperwork)
	If the pupil is supported by an EHCP, copy of the latest Annual Review report and most recent EHCP.
	If there have been any updates to the Risk Assessment following completion of your referral, copy of updated risk assessment
	Form 8 / JCQ approval notice / picture of need if access arrangements have already been applied for
	UPN / ULN if not already included on referral form