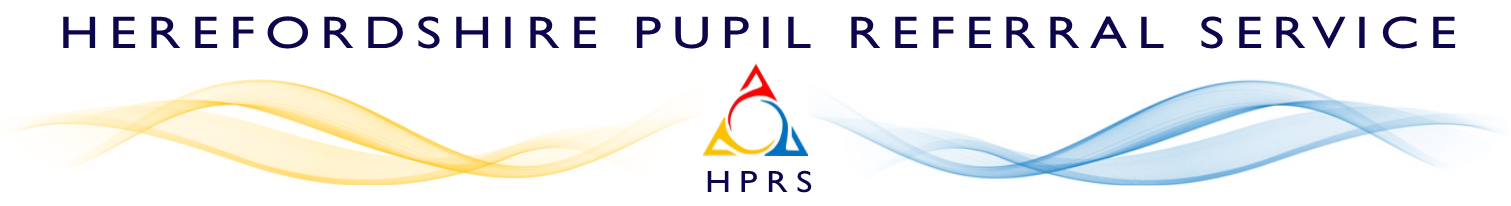
A logo with a barn and grass

AI-generated content may be incorrect.****

INFORMATION PASSPORT

**Notes for completing this form**:

* Please ensure you comply with Data Protection & Security guidelines by returning the completed form securely. The preferred method is via AnyComms + or Post. If submitting this form by email, please ensure that that the document is password protected. Send the password in a separate email.
* **This form will not be accepted if not completed in full.**
* If you have any questions about a referral, please do not hesitate to contact the relevant Head of Centre using the details on the last page.
* If a referral is accepted, please note that that admission will still be subject to our receipt of an electronic CTF.

BACKGROUND DETAILS

|  |  |  |  |
| --- | --- | --- | --- |
| Name of referring school: |  | | |
| Referrer’s contact name: |  | | |
| Contact telephone number: |  | Contact email: |  |
| *If referring organisation is not a school:* | | | |
| Date form completed: |  | | |
| Date form received by HPRS |  | | |

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| **PUPIL’S DETAILS** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| NAME | | | | | | | | | DOB | | GENDER | | |
|  | | | | | | | | |  | |  | | |
|  | | | | | | | | | | | | | |
| CURRENT YEAR GROUP | | UPN | | | UCI | | | | ETHNICITY | | DISABILITY | | |
|  | |  | | |  | | | |  | |  | | |
|  | | | | | | | | | | | | | |
| **Please indicate whether the pupil falls into the following categories *( form will not be accepted if not fully completed):*** | | | | | | | | | | | | | |
|  |  |  |  |  | | |  | |  |  |  |  | |
| FSM: | Y / N | LAC: | Y / N | Pupil Premium: | | | Y / N | | GRT: | Y / N | EAL: | Y / N | |
|  | |  | |  | | | | |  | |  | |  |
| Does this pupil qualify for high-needs top-up funding? | | | | | | Y / N | |  | | | | | |

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| **PARENT / CARER / FAMILY DETAILS** | | | | |
|  | |  |  |  |
| PARENT / CARER NAME | | RELATIONSHIP | MOBILE PHONE NO. | HOME PHONE NO. |
|  | |  |  |  |
|  | |  |  |  |
| ADDRESS | | | POSTCODE | WORK PHONE NO. |
|  | | |  |  |
| OTHER CONTACT DETAILS (e.g. email) | | | OTHER CHILDREN IN HOUSEHOLD IF KNOWN | |
|  | | |  | |
|  | | | | |
| **Is the pupil aware of this referral?** | Y / N | If ‘Yes' what is their view of this proposed placement? | | |
|  | | |
| **Is the parent / carer aware of this referral?** | Y / N | If ‘Yes' what is their view of this proposed placement? | | |
|  | | |

REFERRAL DETAILS

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **REASONS FOR THE REFERRAL *(please tick all that apply)*** | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  | |  |  |  |  |  |  |  | | |
| ATTENDANCE |  | BEHAVIOUR |  | EMOTIONAL |  | ANXIETY | |  | TRAUMA |  | BULLYING |  |  | |  |
|  | | | | | | | | | | | | | | | |
| *Details:* | | | | | | | | | | | | | | | |
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| *History of interventions to date:* | | | | | | | | | | | | *Date* | | | |
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| Successful Strategies | | | | | | | Unsuccessful Strategies | | | | | | | | |
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SCHOOL DATA

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| **SPECIAL EDUCATIONAL NEED *(please tick)*:** | | | | | | | | | | | | | | | | | |
|  |  | |  | |  | |  | |  |  | |  | |  | |  | |
| P | |  | | K | |  | | EHCP PENDING | | |  | | EHCP IN PLACE | |  | | |
|  | | | | | | | | | | | | | | | | | |
| **ATTENDANCE RECORD *(current / most recent academic year): Please include a copy*** | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Attendance (%) | |  | | Authorised (%) | |  | | Unauthorised (%) | | |  | | Edu welfare Involved? | | | |  |
|  | | | | | | | | | | | | | | | | | |
| **SUSPENSIONS** | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Reasons / type | | | | | | | | | | | | | Dates from / to | | | | |
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| **ATTAINMENT** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| ENGLISH LEVELS | | | | MATHS LEVELS | | | | SCIENCE LEVELS | | | |
| KS2: |  | KS3: |  | KS2: |  | KS3: |  | KS2: |  | KS3: |  |
|  | | | | | | | | | | | |
| KEY STAGE 4 | | | | | | | | | | | |
| SUBJECT & COURSE / LEVEL | | | | TARGETS & PREDICTIONS | | | | LATEST WAG | | | |
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CONTEXT

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| **PUPIL’S STRENGTHS / INTERESTS** | | | | | | | | | | | | | |
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| *Details:* | | | | | | | | | | | | | |
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| **BARRIERS TO LEARNING** | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Details (e.g literacy, numeracy, home support, health, diet):* | | | | | | | | | | | | | |
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| **RELATIONSHIPS** | | | | | | | | | | | | | |
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| *Details (e.g. with peers, staff & adults, community, home):* | | | | | | | | | | | | | |
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| **OTHER AGENCY INVOLVEMENT** | | | | | | | | | | | | | | | | | | | |
|  | |  |  | |  |  | |  | |  |  | |  | |  |  |  |  |  |
| *Is this pupil and/or their family involved with Social Care?* | | | | | | | | | Y / N | | |  | | *Social Care contact name / details* | | | | | |
| *If YES, please indicate the level of involvement below and provide contact details* | | | | | | | | | | | | | |  | | | | | |
| CP |  | | | CIN | | |  | | EHA | | |  | |  | | | | | |
|  | | | | | | | | | | | | | |  | | | |  | |
| *Please list any* ***other agencies*** *involved with the pupil and/or family together with contact names and whether their involvement is current (ongoing) or historic:* | | | | | | | | | | | | | | *Contact details* | | | | *Current / Historic?* | |
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HARVEST PROJECT – SCHOOL AGREEMENT

**Please indicate (X) the support you would like the Provision Panel to consider:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Harvest Project | SEMH Alternative Intervention Provision | 1 day |  | *@£85 per week (term time only)* |
| 2 day |  | *@£170 per week (term time only)* |

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| **FUNDING CONFIRMATION \*\* This section of the form must be completed for a place to be agreed \*\*** | | | |
|  | | | |
| *Declaration:* | | | |
| * **I hereby confirm that** Click or tap here to enter text. **will be funding this place.** * **The school/organisation agrees to pay for The Harvest Project:** Choose an item. * Purchase order number :Click or tap here to enter text.   ***Invoices are generated at the beginning of a term, course or on the first day a child is working with us.*** | | | |
| NAME: | Click or tap here to enter text. | POSITION: | Click or tap here to enter text. |
| SIGNED: |  | DATE: | Click or tap to enter a date. |

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| **PARENTAL AGREEMENT \*\* This section of the form must be completed to be agreed \*\*** | | | |
|  | | | |
| *Declaration:* | | | |
| **I can confirm that the information provided within this form has been discussed with the parent(s)/carer(s) of the named pupil as well as the reason(s) for the referral and the overall referral process.** | | | |
| NAME: | Click or tap here to enter text. | POSITION: | Click or tap here to enter text. |
| SIGNED: |  | DATE: | Click or tap to enter a date. |



BEHAVIOUR ASSESSMENT TOOL

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| BASIC DETAILS | | | |  | OUTCOMES (SCORES) | | |
| PUPIL NAME: |  | | |  | *PART A*  EMOTIONAL |  | /30 |
| COMPLETED BY: |  | | |  | *PART B*  CONDUCT |  | /30 |
| ASSESSMENT DATE: |  | IS THIS A BASELINE? | YES |  | *PART C*  LEARNING |  | /30 |
| ASSESSMENT POINT: | Autumn / Spring / Summer | YEAR: | 20\_\_\_\_ |  | TOTAL |  | /90 |
|  | | | |  |  | | |

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| **Part A:**  **EMOTIONAL BEHAVIOUR** | | | | | | |
| **Descriptor** | Not at all | Rarely | Sometimes | Fairly often | Often | Always |
| **1. Has empathy**  *e.g. is tolerant of others, shows understanding and sympathy, is considerate.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **2. Is socially aware**  *e.g. interacts appropriately with others, is not a loner or isolated, reads social situations well.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **3. Is happy**  *e.g. has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **4. Is confident**  *e.g. is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **5. Is emotionally stable and shows self-control**  *e.g. moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **PART A: EMOTIONAL BEHAVIOUR SCORE** | | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part B: CONDUCT BEHAVIOUR** | | | | | | |
| **Descriptor** | Not at all | Rarely | Sometimes | Fairly often | Often | Always |
| **6. Behaves respectfully towards staff**  *e.g. respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **7. Shows respect to other pupils**  *e.g. interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **8. Interrupts and seeks attention appropriately**  *e.g. does not disrupt unnecessarily, or distract or interfere with others, does not talk when others are talking, does not seek unwarranted attention*. | **1** | **2** | **3** | **4** | **5** | **6** |
| **9. Is physically peaceable**  *e.g. is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **10. Respects property**  *e.g. values and looks after property, does not damage or destroy property, does not steal.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **PART B: CONDUCT BEHAVIOUR SCORE** | | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part C: LEARNING BEHAVIOUR** | | | | | | |
| **Descriptor** | Not at all | Rarely | Sometimes | Fairly often | Often | Always |
| **11. Is attentive and has an interest in schoolwork**  *e.g. is not easily distracted, completes work, keeps on task & concentrates, is motivated* | **1** | **2** | **3** | **4** | **5** | **6** |
| **12. Good learning organisation**  *e.g. works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **13. Is an effective communicator**  *e.g. speech is coherent, thinks before answering.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **14. Works efficiently in a group**  *e.g. takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **15. Seeks help where necessary**  *e.g. can work independently until there is a problem that cannot be solved without help.* | **1** | **2** | **3** | **4** | **5** | **6** |
| **PART C: LEARNING BEHAVIOUR SCORE** | | | | | |  |

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| **PUPIL RISK ASSESSMENT** | | | | | | | | | | | | | |
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| Please complete the risk assessment template on the following page for the pupil concerned.  Significant risks and hazards could include:   * Absconding / truanting * Inappropriate relationships in/out of school * Inappropriate use of technology and/or social media * Negative influence on peers * Physical abuse (to peers and/or adults) – threatened or actual * Verbal abuse (to peers and/or adults) * Self-harm * Vulnerable / easily influenced * Note whether the risks are historical or ongoing and whether they occur under specific circumstances. * Rate each risk/hazard with a consequence and likelihood, using the tables at the bottom of the page. This will lead to a risk score. * Record any possible control measures / strategies that may help to reduce the risk. | | | | | | | | | | | | | |



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| RISK ASSESSMENT | | | | | | | |
| **Pupil Name:** | | | | **Approved by:** | | **Position:** | **Dated :** |
| **Significant Hazards and Associated Risks** | **Those who may be affected** | **C** \* | **L** + | **RS** (C x L) | **Control Measures (CM’s):** | | **Additional Action**  **Required?** |
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| **\* Consequence** | | **+ Likelihood** | | **Risk Score (C x L)** | |
| Negligible | 1 | Rare | 1 | Low Risk | 1-3 |
| Minor | 2 | Unlikely | 2 | Moderate Risk | 4-6 |
| Moderate | 3 | Possible | 3 | High Risk | 8-12 |
| Major | 4 | Likely | 4 | Extreme Risk | 15-25 |
| Catastrophic | 5 | Almost Certain | 5 |  | |

|  |  |
| --- | --- |
| SUBMITTING THE REFERRAL | |
|  | |
| **Please ensure the form is fully completed before submission.**  Data protection & security law requires that the completed form is submitted securely  via post, AnyComms+ or with password protection. | |
| **SUPPORTING DOCUMENTS CHECKLIST**  \* PLEASE NOTE \*  Should this referral be accepted, we will require a range of supporting documents before a pupil can be offered a place.  Please indicate below which of these documents are available to send: | |
| Document | Please indicate if available or n/a |
| Most recent school report |  |
| Behaviour log |  |
| Attendance register |  |
| School PSP documents |  |
| Education Health Care Plan |  |
| CPP/CIN/EHA documents |  |
| AGENCY DOCUMENTS |  |
| * SEMH Inclusion Team |  |
| * Education Psychologist Team |  |
| * Youth Offending Service |  |
| * Social care |  |
| * PEP/IEP/BSP |  |
| * CAMHS |  |
| * Other *(please specify)* |  |
|  | |
| **Harvest Project Referrals**  St. David’s Centre  Coningsby Street, Hereford  HR1 2DY  Tel: 01432 274 485  **ks4admin@hprs.hereford.sch.uk** | |

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| --- |
| FOR HPRS USE ONLY |
|  |
| **NOTES** |
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