

**THE ASPIRE HUB**

**Aspire Referral Form**

Entry Referral for The Aspire Hub

CHILDS DETAILS

|  |  |
| --- | --- |
| SURNAME: | FORENAME: |
| MIDDLE NAME: | CHOSEN NAME: |
| GENDER: | DATE OF BIRTH: |
| ADDRESS: | |
|  | |
| POSTCODE: | |
| LANGUAGE: | |
| ETHNICITY: | |

Is there a current CAF open? (if yes, please provide a copy) Yes No

SCHOOL DETAILS

|  |
| --- |
| SCHOOL: |
| ADDDRESS: |
|  |
| POSTCODE: |
| CONTACT NAME: |
| CONTACT NUMBER: |

PARENT/GUARDIAN 1 DETAILS

|  |
| --- |
| FULL NAME: |
| RELATIONSHIP TO CHILD: |
| ADDRESS: |
|  |
| POSTCODE: |
| CONTACT TELEPHONE: |
| EMAIL: |
| SPECIAL REQUIREMENTS: |

I hereby consent to the sharing of information regarding the above child and agree to an observation and possible placement at The Aspire Hub (Independent School).

|  |  |
| --- | --- |
| SIGNED: | DATE: |

PARENT/GUARDIAN 2 DETAILS (If available)

|  |
| --- |
| FULL NAME: |
| RELATIONSHIP TO CHILD: |
| ADDRESS: |
|  |
| POSTCODE: |
| CONTACT TELEPHONE: |
| EMAIL: |
| SPECIAL REQUIREMENTS: |

I hereby consent to the sharing of information regarding the above child and agree to an observation and possible placement at The Aspire Hub (Independent School).

|  |  |
| --- | --- |
| SIGNED: | DATE: |

Along with this referral form, please provide copies of:

* CAF
* Recent Boxall (6 weeks – if not available then please complete Boxall questions below)
* Risk Assessment (if available)
* Behaviour log (if available)
* Any additional external reports
  + EP Report
  + SALT (Speech and Language Therapist) Reports
  + OT (Occupational Therapist) Reports
  + Any additional relevant information

Once completed, please return along with all relevant documents to:

Email – [enquiries@aspirebm.co.uk](mailto:enquiries@aspirebm.co.uk)

OR

Post –

Referrals

The Aspire Hub

Chapel Place

Burnley

BB11 1LE

Boxall Questions

Score each item in turn according to the key below:

4 – yes or usually

3 – at times

2 – to some extent

1 – not really or virtually never

0 – does not arise, not relevant

Section 1 - Developmental Strands

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | *Score* | *Column* |
| *1* | Listens with interest when the teacher explains something to the class |  | A |
| *2* | Takes appropriate care of something s/he has made or work s/he has done  *Investment of feeling in his/her achievement is implied, and self esteem* |  | F |
| *3* | Appreciates a joke or is amused by an incongruous statement or situation  *Disregard lack of appreciation of a joke which is at his/her expense*  *Disregard amusement that is clearly inappropriate* |  | D |
| *4* | Begins to clear up or bring to a close an enjoyable work or play activity when the teacher, with adequate warning, makes a general request to the group  *Score 2 if a personal and specific request is needed* |  | G |
| *5* | Makes and accepts normal physical contact with others  *e.g. when holding hands in a game* |  | H |
| *6* | Makes appropriate and purposeful use of the materials/equipment/toys provided by the teacher without the need of continuing direct support  *Disregard repetitive activity that does not progress* |  | A |
| *7* | Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed  *e.g. when visitors are in his/her class or the class is taken by a teacher s/he does not know well* |  | H |
| *8* | Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs  *Disregard situations of provocation* |  | H |
| *9* | Complies with specific verbal prohibitions on his/her personal use of classroom equipment  *Score 2 if s/he complies but often protests or sulks* |  | G |
| *10* | Abides by the rules of an organised group game in the playground or school hall  *Interacts and cooperates and continues to take part for the duration of the game* |  | J |
| *11* | Accommodates to other children when they show friendly and constructive interest in joining his/her play or game |  | H |
| *12* | Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him/her  *e.g. to get out his/her work book* |  | A |
| *13* | Works or plays alongside a child who is independently occupied without interfering or causing disturbance |  | G |
| *14* | Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations |  | B |
| *15* | Of his/her own accord returns to and completes a satisfying activity that has been interrupted  *e.g. s/he finishes a painting or carries on with a written story later in the day or the following day* |  | C |
| *16* | Is adequately competent and self-reliant in managing his/her basic personal needs  *i.e. clothes, toilet, food* |  | A |
| *17* | In freely developing activities involving other children, s/he constructively adapts to their ideas and suggestions |  | I |
| *18* | Turns to his/her teacher for help, reassurance or acknowledgement, in the expectation that support will be forthcoming.  *Disregard occasional normal negativism* |  | F |
| *19* | Accepts disappointments  *e.g. if an outing is cancelled because it is raining, or s/he is not chosen for favourite activity s/he does no more than complain or briefly moan* |  | J |
| *20* | Takes part in a teacher centred group activity  *e.g. number or language work or finger games*  *score 2 if s/he does no more than try to follow* |  | A |
| *21* | Shows genuine interest in another child’s activity or news; looks or listens and gains from experience  *Does not intrude unduly; does not take over* |  | B |
| *22* | Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help |  | I |
| *23* | Recalls information of relevance to something s/he reads or hears about and makes a constructive link |  | C |
| *24* | Makes constructive and reciprocal friendships which provide companionship  *Score 3 if the friendship is with one child only*  *Score 2 if no friendship lasts longer than a week*  *Score 1 if the association is fleeting albeit constructive and reciprocal* |  | D |
| *25* | Contributes actively to the course of co-operative and developing play with two or more other children and shows some variation in the roles s/he takes  *e.g. in the Play House, other free play activities or improvised class drama* |  | E |
| *26* | Is reasonably well organised in assembling the materials s/he needs and in clearing away  *Reminders only are needed* |  | B |
| *27* | Communicates a simple train of thought with coherence  *e.g. when telling or writing a story or describing an event* |  | C |
| *28* | Responds to stories about animals and people with appropriate feeling; appropriately identifies the characters as good, bad, funny, kind etc.  *Disregard response to nursery rhymes or fairy stories* |  | D |
| *29* | Makes pertinent observations about the relationship between two other people; appropriately attributes attitudes and motives to them |  | D |
| *30* | Engages in conversation with another child  *An interchange of information, ideas or opinions is implied* |  | E |
| *31* | Looks up and makes eye contact when the teacher is nearby and addresses him/her by name  *i.e. heeds the teacher; does not necessarily pay attention* |  | F |
| *32* | Sits reasonably still without talking o causing disturbance when the teacher makes a general request to all children for their attention |  | G |
| *33* | Gives way to another child’s legitimate need for the classroom equipment s/he is using by sharing it with him/her or taking turns  *No more than a reminder is needed* |  | H |
| *34* | Shows curiosity and constructive interest when something out of the ordinary happens  *Is secure enough to accept a change or the introduction of something new, is alert to the possibilities of the event and gains from it* |  | D |

Score each item in turn according to the Key below:

4: like this to a marked extent

3: like this at times

2: like this to some extent

1: only slightly or occasionally like this

0: not like this

(if behaviour may exist but has not been observed leave Score blank.)

Section 2 – Diagnostic Profile

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | *Score* | *Column* |
| *1* | Abnormal eye contact/gaze |  | V |
| *2* | Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation |  | R |
| *3* | Variable in mood; sometimes seeks and responds to affectionate contact with the adult, at other times rejects or avoids |  | W |
| *4* | Oblivious of people and events; doesn’t relate; is ‘out of contact and can’t be reached’ |  | Q |
| *5* | Uncontrolled and unpredictable emotional outbursts or eruptions that relieve pent up and endured anger or distress |  | X |
| *6* | Inappropriate noises or remarks or patterns of behaviour that are bizarre fragments of no obvious relevance |  | T |
| *7* | Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the ‘trigger’ is immediate and specific |  | Y |
| *8* | Relates and responds to the adult as a baby would; enjoys baby-level pleasures; may happily babble and coo, call out or crawl about, or mirror the others |  | S |
| *9* | Always has to be first, or the best, or have the most attention or get immediate attention |  | Z |
| *10* | Adopts stratagems to gain and maintain close physical contact with the adult |  | U |
| *11* | Lacks trust in the adults’ intentions and is wary of what they might do; avoids contact and readily shows fear |  | V |
| *12* | Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by others |  | R |
| *13* | Contrary in behaviour; sometimes helpful, cooperative and compliant, at other times stubborn, obstinate, resistive or unheeding |  | W |
| *14* | Repetitively pursues a limited play or work activity which does not progress |  | Q |
| *15* | Spoils, destroys or otherwise negates the achievement or success s/he has worked for and values |  | X |
| *16* | Gives uninhibited expression to boisterous and noise behaviour; is not influenced by normal social constraints and expectations |  | T |
| *17* | Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies |  | Y |
| *18* | Over-reacts to affection, attention or praise; gets very excited and may become out of control |  | S |
| *19* | Desperately craves affection, approval and reassurance, but doubts and questions the regard shown; seeks it repeatedly but remains insecure |  | U |
| *20* | Can’t wait for his/her turn or something s/he wants; plunges in or grabs |  | Z |
| *21* | Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further |  | V |
| *22* | Self-disparaging and self-demeaning |  | R |
| *23* | Attention seeking in a bid for recognition or admiration |  | W |
| *24* | Disparaging attitude to other children; is critical and contemptuous |  | Y |
| *25* | Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure |  | Q |
| *26* | Sulks when disapproval is shown, or when attention is withdrawn or when thwarted |  | X |
| *27* | ‘Is into everything’; shows fleeting interest, but doesn’t attend to anything for long |  | T |
| *28* | Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge |  | Y |
| *29* | Clings tenaciously to inconsequential objects and resists having them taken away |  | S |
| *30* | Sullen, resentful and negative in general attitude and mood |  | V |
| *31* | Can’t tolerate even a slight imperfection in his/her work and is upset or angry ifs/he can’t put it right |  | W |
| *32* | Feels persecuted; imagines that others are against him/her and complains of being ‘got at’ and left out |  | X |
| *33* | Restless and erratic; behaviour is without purposeful sequence, continuity and direction |  | T |
| *34* | Determinedly dominates or persecutes by bullying, intimidation or the use of force |  | Y |

Any additional comments to amend or extend the information provided by the profile?