



REQUEST

**The Bridge Pathways Intervention
Referral and School Baseline Assessment**

Name of child:			UPN:
Date of Birth:		Age:	Year Group:
Address:			
Name of Parent/Carer:	1.	2.	
Telephone No:	Home:	Mobile:	
	1.	1.	
	2.	2.	
Address: (if different to child's)			
School:			SENCO Contact Name:
Phone Number:			
Early Intervention:	Y/N (if yes please give contact name and details)		
Educational Psychologist:	Y/N (if yes please give contact name and details)		
Social Care:	Y/N (if yes please give contact name and details)		
CAMHS:	Y/N (if yes please give contact name and details)		

Headteacher signature: _____

Date: _____

I give consent for my child to receive support from The Bridge Pathways.

Parent/Carer signature: _____

Date: _____

**The Bridge Pathways Programme
School Baseline Assessment**

AREAS OF CONCERN (PLEASE TICK)

Physical disability, sensory and/or medical conditions	
Hearing	
Vision	
Speech and Language	
Social communication	
Social, Emotional Wellbeing and relationships	
Learning behaviour	
Cognitive Ability	
Literacy Numeracy Difficulties	

STRATEGIES IMPLEMENTED BY SCHOOL/SPECIALIST/SENCO

Small group work		Social skills groups		Time out card		Certificates	
Target sheets		Reward time		Encouragement		Anger Management	
Stickers		One to one		Traffic lights		Smiley faces	
Other – please specify:							

PLEASE INDICATE PUPILS' CURRENT ATTAINMENT LEVELS (OR P-LEVELS, EYFS OR PIP'S SCORES WHERE APPROPRIATE)

Current Targets:	Maths	
	Reading	
	Writing	
	Behaviour	

DOES THE PUPIL HAVE A PSP/IEP (PLEASE ATTACH)	IEP YES <input type="checkbox"/> NO <input type="checkbox"/> PSP YES <input type="checkbox"/> NO <input type="checkbox"/>
IS THIS CHILD KNOWN TO SOCIAL CARE OR EHH?	YES <input type="checkbox"/> NO <input type="checkbox"/> IF YES PLEASE SPECIFY CURRENT INVOLVEMENT: CP <input type="checkbox"/> CIN <input type="checkbox"/> EHH <input type="checkbox"/>
IS THIS PUPIL A LAC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
IS THIS CHILD PUPIL PREMIUM?	YES <input type="checkbox"/> NO <input type="checkbox"/>

Any Medical Information that the service should be aware of?

DOCUMENT CHECKLIST

School Report		Academic tracking/EYFS		IEP/PSP/EHCP		Child & family Assessment/Notification form (CFAN – if applicable)	
Early Intervention Service Report:		Educational Psychologist Report (if applicable):		Speech Therapist		Other Professionals	

Please send completed forms and all documentation to:

The Bridge Primary Centre
187 Bedford Lane
Feltham
Middlesex TW14 9NP

Tel: 0208 289 4684 (option 4)

Speech and Language

	Yes	No
Mild impairment or mild delay in either or both expressive and receptive language due to lack of stimulation/appropriate interaction in the early years or lack of formal education/exposure to the English language. However, pupil can make needs known and can be understood in a classroom setting with minimum modification to teaching.		
Pupil has a moderate language delay/moderate language disorder impacting upon literacy and access to the classroom learning. Receives occasional adult support and a Speech and Language programme administered by teaching staff and monitored by a Speech and Language Therapist.		
Significant language and/or speech sound disorder/limited language which impacts on many aspects of the curriculum, particularly literacy, which requires a high level of support including direct/intensive input from a Speech and Language Therapist.		

Social communication needs

	Yes	No
Mild social communication difficulties, which may include social use of language, which may include social use of language, which impacts upon ability to interact appropriately with others and to remain focused on the lesson. Even with structure, planning and preparation may still find change difficult.		
Pupil has a moderate language delay/moderate language disorder impacting upon literacy and access to the classroom learning. Receives occasional adult support and a Speech and Language programme administered by teaching staff and monitored by a Speech and Language Therapist.		
Pupil has social communication which requires significant adult support in order to develop their functional skills, social interactions and to cope with and manage change. Needs personalised learning based on research based autism approach. May engage in self stimulating behaviours which potentially cause harm to themselves or need additional safeguarding due to behaviours that put themselves/others at risk such as running off and a lack of awareness of danger.		

Social Emotional Wellbeing and relationships

	Yes	No
Some concerns about emotional availability for learning due to difficulties with emotional regulation, adaptation, resilience and/or low self-esteem but for most part pupil responds to situations appropriately and can access learning with minor alterations to lesson delivery. May require support to maintain appropriate relationships.		
Pupil is frequently not emotionally available for learning for significant periods of time due to difficulties with emotional regulation, adaption, resilience and/or low self-esteem. Specialist services may have assessed and/or be involved. May require help to form and maintain social relationships. May be socially isolated.		
Pupil is rarely emotionally available for learning without adult support due to significant difficulties with emotional regulation, adaptation and resilience. This may prevent them from accessing school and may have obsessive, bizarre, repetitive or self-harming behaviours, which make them particularly vulnerable to bullying and social isolation. Specialist services will be involved at Tier 3.		

Learning behaviour

	Yes	No
The pupil lacks consistency in the key behaviours needed for learning and can be off task for a significant part of the curriculum. Reacts to situations rather than responds, sometimes in an aggressive manner. Needs occasional monitoring and support especially with group work and organisation. Sometimes inattentive, distractible and/or impulsive or aggressive behaviour in key parts of the curriculum. Needs occasional monitoring and support especially with group work and organisation.		
Pupil occasionally displays the key behaviours needed for learning but can be off task for significant amount of time. Mainly reacts to situations rather than responds, often in an aggressive manner and to be non-compliant. Often inattentive, highly distractible and impulsive across the curriculum. Behaviours can be risk taking and put self and others in danger. Needs monitoring/support mainly at unstructured times to develop social skills for learning, with organisation skills and to keep themselves and others safe.		
The pupil rarely displays the key behaviours needed for learning without adult support and regularly reacts aggressively or is non-compliant in school. Highly likely to be inattentive, highly distractible and often impulsive across the curriculum. Behaviours can be risk taking and put themselves and others in danger. Likely to be at risk of permanent exclusion and need a high level of monitoring and support at both structured and unstructured times.		

Completed By:

Signed:

Date:

MONITORING FORM

Ethnicity (Please tick one box only)

WENG	<input type="checkbox"/>	White – English
WSCO	<input type="checkbox"/>	White – Scottish
WWEL	<input type="checkbox"/>	White – Welsh
WOWB	<input type="checkbox"/>	Other White British
WIRI	<input type="checkbox"/>	White Irish
WIRT	<input type="checkbox"/>	White Traveller Irish Heritage
WROM	<input type="checkbox"/>	Gypsy/Roma
WALB	<input type="checkbox"/>	White Albanian
WBOS	<input type="checkbox"/>	White Bosnian-Herzegovinian
WCRO	<input type="checkbox"/>	Croatian
WKOS	<input type="checkbox"/>	White Kosovan
WSER	<input type="checkbox"/>	White Serbian
WTUR	<input type="checkbox"/>	Turkish/Turkish Cypriot
WOTW	<input type="checkbox"/>	Any other White background
MWBC	<input type="checkbox"/>	White & Black Caribbean
MWBA	<input type="checkbox"/>	White & Black African
MWAS	<input type="checkbox"/>	White & Asian
MOTH	<input type="checkbox"/>	Any other mixed background
AIND	<input type="checkbox"/>	Indian
APKN	<input type="checkbox"/>	Pakistani

ABAN	<input type="checkbox"/>	Bangladeshi
ASNL	<input type="checkbox"/>	Sinhalese
ASLT	<input type="checkbox"/>	Sri Lankan Tamil
AOTA	<input type="checkbox"/>	Any other Asian background
BCRB	<input type="checkbox"/>	Black Caribbean
BNGN	<input type="checkbox"/>	Black Nigerian
BGHA	<input type="checkbox"/>	Black Ghanaian
BSOM	<input type="checkbox"/>	Black Somali
BAOF	<input type="checkbox"/>	Other Black African
BOTH	<input type="checkbox"/>	Any other Black background
CHNE	<input type="checkbox"/>	Chinese
OAFG	<input type="checkbox"/>	Afghanistani
OARA	<input type="checkbox"/>	Arab other
OFIL	<input type="checkbox"/>	Filipino
OIRN	<input type="checkbox"/>	Iranian
OIRQ	<input type="checkbox"/>	Iraqi
OKRD	<input type="checkbox"/>	Kurdish
OLEB	<input type="checkbox"/>	Lebanese
OOEG	<input type="checkbox"/>	Any other Ethnic Group
REFU	<input type="checkbox"/>	Refused
NOBT	<input type="checkbox"/>	Info not yet obtained

Religion (Please tick one box only)

<input type="checkbox"/>	Baha'i
<input type="checkbox"/>	Buddhist
<input type="checkbox"/>	Christian
<input type="checkbox"/>	Hindu
<input type="checkbox"/>	Jain
<input type="checkbox"/>	Jewish
<input type="checkbox"/>	Muslim
<input type="checkbox"/>	Shinto
<input type="checkbox"/>	Sikh
<input type="checkbox"/>	Zoroastrian
<input type="checkbox"/>	No Religion
<input type="checkbox"/>	Other

Language spoken at home:	<input type="checkbox"/>			
Free School Meals:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>