



**Wellbeing Referral Form**

Name of pupil\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of school/setting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of person completing profile­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Relationship to pupil \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for your time completing this information sheet. In order to form a picture of the child you work with and how they function in school, we need to know about how they are managing with the demands of school life. This will help us assess the situation better and determine what type of support may have the most impact for your pupil and provide the best value to you.

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| **Social Development (SD)** |  |  | |  |
|  | **What are the pupil’s strengths in this area?** | | **Areas of difficulty the pupil may have** | **What do you have in place to help the pupil in this area?** |
| Consider the pupil’s age and how they compare to children in their class.  How are they coping with the social world in school  e.g. do they;  notice people and initiate interaction with others,  tolerate others being near,  seek out the company of others, can they co-operate with others and make and sustain relationships with adults and peers,  ask for help |  |  | |  |
| **Emotional Development (ED)** |  |  | |  |
|  | **What are the pupil’s strengths in this area?** | | **Areas of difficulty the pupil may have** | **What do you have in place to help the pupil in this area?** |
| Consider the pupil’s age and how they compare to children in their class.  How are they able to manage their emotions and react to the emotions of those around them  e.g. can they;  express a range of emotions, show appropriate reactions to emotions of others,  have skills to calm themselves such as tapping, rocking, going to a quiet space,  seeking others out for comfort,  recognise emotions in others and how to respond in a range of situations. |  | |  |  |
| **Active Engagement (AE)** | | |  |  |
|  | **What are the pupil’s strengths in this area?** | | **Areas of difficulty the pupil may have** | **What do you have in place to help the pupil in this area?** |
| Consider the pupil’s age and how they compare to children in their class.  How able are they to engage with learning opportunities.  e.g. can they;  actively engage with learning opportunities with minimum prompts and support,  are they able to organise themselves and their equipment independently,  do they remember class routines and cope with changes,  how well do they manage transitions such as between activities, spaces and places or notice environmental cues (bell ringing, other children lining up, display boards, notices.) |  | |  |  |
| **Wellbeing (WB)** | | |  |  |
|  | **What are the pupil’s strengths in this area?** | | **Areas of difficulty the pupil may have** | **What do you have in place to help the pupil in this area?** |
| Consider the pupil’s age and how they compare to children in their class.  How do you feel their general wellbeing is  e.g. do they;  have an awareness of what they are good at and how they are appreciated and valued by others,  is their confidence high so they feel self-motivated and interested in completing tasks,  do they have goals and know what they would like to get better at to achieve these,  do they feel that they belong to a group and have a sense of community and belonging through engaging in a variety of opportunities that are offered such as class clubs, out of school activities, groups or societies |  | |  |  |