Please ensure you complete **all sections** appropriate to your referral, this includes parental consent (where required, i.e., ‘Section 1 – all’) without which, referrals will be returned, and no sessions can be booked (see SLA). The detail requested in referrals is to support schools and settings to get the most from the MATi Outreach Services’ support and avoid recommendations being made which are already in situ; ultimately, we aim to offer best possible outcomes for all involved, especially the children and young people (CYP) we all support. Should you wish to explore bespoke options not specified, contact MATi Outreach Services and we will endeavour to help you with your enquiry.

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| **Name:** |  | **D.O.B.:** |  | **School:** |  | **Referral Attached:** | **Y** | **N** |

| **Support Model** | **Support Detail** | **Components of Referral Form to be Completed** | **Completed***Please tick to confirm* |
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| **Tier 1 Behaviour & SEMH Support Team (BST)** |
| **Short Behaviour-Focussed Observation**(1 session = 3 hours, including preparation and report writing) | Includes observation of CYP’s learning, discussion with staff and review of current adaptations and support. *Recommendations outlined in brief report.* | **Section 1 – all****Section 2 – A****Section 3 – all****Section 5****Section 6** |  |
| **Learning Environment Review**(1 session = 3 hours, including preparation and report writing) | Includes review of targeted learning environments identified and advised by advisor and staff.*Recommendations outlined in a brief report.* | **Section 1 – A, G, H, I** |  |
| **Student and Staff Voice**(1 session = 3 hours, including preparation and report writing) | Includes pre-visit discussion with school to identify areas of focus and pre-planning before completion of CYP and/or staff voice.*Findings outlined in brief report.* | **Section 1 – A, G, H, I** |  |
| **Behaviour Support Plan Coproduction**(2 sessions = 6 hours, including preparation and report writing) | Includes observation of learning, discussion with staff (and where requested parent/s) and review of current adaptations and support. *A Behaviour Support Plan will be drafted with appropriate professionals as part of a modelling process and the final plan shared.*  | **Section 1 – all****Section 2 – A****Section 3 – all****Section 5****Section 6** |  |
| **Training with Multiple Staff**(2 sessions = 6 hours, including preparation and report writing) | Includes pre-visit discussion with school to identify training required, and pre-planning before in-house or remote delivery. This includes multiple training sessions totally three hours’ delivery, *ie training with TAs during the day on co-regulation and training with staff in after school CPD session on trauma related* *practice.* | **Section 1 – A, G, H, I**  |  |
| **Review of Mainstream Alternative Provision**(2 sessions = 6 hours, including preparation and report writing) | Includes review of behaviour policy (and where necessary, other associated polices), climate walk with professional through the alternative provision setting reviewing environments, relational practice, support systems and the systems and structure supporting learners to and from mainstream. *Findings and recommendations outlined in brief report.* | **Section 1 – A, G, H, I** |  |
| **Tier 2 Learning Support Advisory Teacher (LSAT)** |
| **Assess, Plan, Do, Review Consultancy**(1 session = 3 hours, including preparation and report writing) | This could have a cognition and learning focus or neurodevelopmental differences focus depending on areas of concern. Concise written information provided with SMART outcomes to support the Assess, Plan, Do, Review process. | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6** |  |
| **JCQ Access Arrangements**(1 session = 3 hours, including preparation and report writing) | Individual/group assessment to a maximum of 4 CYPs to support school’s established picture of need and assess suitability for access arrangements. | **Section 1 – all****Section 2 – all**  |  |
| **Phonological Assessment for 2 KS1 Pupils**(1 session = 3 hours, including preparation and report writing) | A short phonological assessment to provide guidance for early intervention. Concise information to include SMART outcomes appropriate for CYPs whose progress in phonics is a concern. | **Section 1 – all****Section 2 – A****For each pupil assessed** |  |
| **Solution Focussed Consultation**(1 session = 3 hours, including preparation and report writing) | A structured discussion meeting between parents, appropriate school staff and the Specialist Advisory Teacher to explore concerns and generate solutions.Please note **no individual assessment work is completed with the CYP.** *A concise record of the discussion, summary and next steps is included.*  | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable** |  |
| **EHCP Review Support Assessment**(1 session = 3 hours, including preparation and report writing) | Providing evidence towards the EHCP review meeting process. An updated assessment based on the educational outcomes identified within the EHCP. The current EHCP needs to be provided before the advisory teacher works with the CYP.*A concise review report is included.* | **Section 1 – all****Section 2 – A** |  |
| **Review of Previous Learning / Dyslexia / Dyscalculia / Neurodivergence Assessment**(1 session = 3 hours, including preparation and report writing) | Focused assessment **for CYPs previously seen by MATi Outreach Services LSAT Team** within the **last four terms.** Please note we **do not** routinely meet with parents on a review visit. *A concise review report is included.* | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7 – if applicable** |  |
| **Sensory Consultation**(1 session = 3 hours, including preparation and report writing) | An assessment focused on what sensory issues are impacting on CYPs fully accessing what school has to offer. | **Section 1 – A, G, H, I** |  |
| **Motor Skills Screening**(1 session = 3 hours, including preparation and report writing) | Face to face assessment of need.*A concise report is included.* | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7 – if applicable** |  |
| **Anxiety Screener**(1 session = 3 hours, including preparation and report writing) | An assessment focussing on what anxiety issues are impacting on CYPs fully accessing what school has to offer.*A concise report is included.* | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7 – if applicable** |  |
| **Full Assessment of Cognition and Learning**(2 sessions = 6 hours, including preparation and report writing) | Assessment process may consist of: discussion with the class teacher/SENDCo, observation of the CYP in class, individual work with the CYP and parent/carer discussion.*A detailed personalised report is provided with recommendations to support the CYP’s learning plan and quality first teaching in the classroom*. | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7**  |  |
| **Full Neurodivergence Assessment or SEMH Assessment**(2 sessions = 6 hours, including preparation and report writing) | Assessment process may consist of: discussion with the class teacher/SENDCo, observation of the CYP in class, individual work with the CYP and parent/carer discussion.*A detailed personalised report is provided with recommendations to support the CYP’s learning plan and quality first teaching in the classroom*. | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4****Section 5****Section 6****Section 7** |  |
| **Dyslexia Screening**(2 sessions = 6 hours, including preparation and report writing) | Discussion with school personnel and/or parents/carers and individual work with the CYP. *A concise report identifying strengths and weaknesses with recommendations to reduce the barriers to learning in the classroom and personalised work for the CYP*. *The screener gives an indication of the presence of dyslexia. It does* ***not*** *provide a full diagnostic conclusion and as such forms part of schools’ graduated approach.* | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7** |  |
| **Dyscalculia Screening**(2 sessions = 6 hours, including preparation and report writing) | Discussion with school personnel and/or parent/carers and individual work with the CYP.*A concise report identifying strengths and weaknesses with recommendations to reduce the barriers to learning in the classroom and personalised work for the CYP*. *The screener gives an indication of the presence of dyscalculia. It does* ***not*** *provide a full diagnostic conclusion and as such forms part of schools’ graduated approach.* | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7** |  |

| **Support Model** | **Support Detail** | **Components of Referral Form to be Completed** | **Completed***Please tick to confirm* |
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| **Tier 3 Diagnostic Assessments** |
| **Diagnostic Dyslexia Assessment**Priced Individually (equivalent to 9 hours including preparation and report writing | Discussion with school personnel and/or parental/carers and individual work with the CYP. *A detailed report identifying strengths and weaknesses and a diagnostic outcome written by a Specialist Teacher holding a current SpLD Assessment Practising Certificate will be produced, with recommendations to reduce the barriers to learning in the classroom and personalised work for the CYP.* ***Please note:*** *For CYPs who are showing difficulties developing their literacy skills, it is recommended that, as part of the graduated approach, schools screen for SPLDs, put in appropriate support and monitor the impact of this support before considering a full diagnostic assessment. MATi Outreach Services are well placed to provide screening assessments, should these be required.* | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7** |  |
| **Diagnostic Dyscalculia Assessment**Priced Individually (equivalent to 9 hours including preparation and report writing) | Discussion with school personnel and or parental/carers and individual work with the CYP. *A detailed report identifying strengths and weaknesses and a diagnostic outcome written by a Specialist Teacher holding a current SpLD Assessment Practising Certificate will be produced, with recommendations to reduce the barriers to learning in the classroom and personalised work for the CYP*. *Please Note: For CYPs who are showing difficulties developing their numeracy skills, it is recommended that, as part of the graduated approach, schools screen for SPLDs, put in appropriate support and monitor the impact of this support before considering a full diagnostic assessment. MATi Outreach Services are well placed to provide screening assessments, should these be required.* | **Section 1 – all****Section 2 – A****Section 3 – if applicable****Section 4 – if applicable****Section 5****Section 6****Section 7** |  |

| **Support Model** | **Support Detail** |  |
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| **Tier 4 Consultancy (CST)** |
| **Review of SEND Provision** | Review of current SEND provision for SEND learners from universal offers and quality first teaching through to the provision for those with EHCPs (or similar). This is an opportunity to streamline your processes and move to a more sustainable model to support learners with SEND. *Findings, recommendations and possible next steps outlined in a short report.* | **Full Day** |
| **Review of Safeguarding Provision** | Includes an audit of your Safeguarding Provision, review of your systems and processes and a bespoke analysis of your current protocols and policies. *Findings, recommendations and possible next steps outlined in a short report.* | **Full Day** |
| **Review of School’s Inclusivity** | Review of the inclusivity in your current provision for all learners from universal offers and quality first teaching through to the provision for those with specific vulnerabilities and/or needs. This would include a review of policies, visions, values and ethos, school website, culture walk, student and staff voice. For a full review of curriculum and leadership, this may require multiple days. *Findings, recommendations and possible next steps outlined in a short report.* | **Full Day** |
| **Review of Behaviour, Pastoral and Inclusion Systems and Structures** | Includes an audit of your Behaviour, Pastoral and Inclusions systems and structures. This includes a review of policies, staffing models, culture walk, student and staff voice *Findings, recommendations and possible next steps outlined in a short report.* | **Full Day** |
| **Leadership Visioning** | A meeting with leaders in your school against a specified agenda to determine a SWOT of the current position and outline possible next steps to realising intended visions. | **Half Day** |