

Notice, listen and refer

Record observable facts and ask for skilled assessment. Do not diagnose or decode play.

Boundary: This form supports a school decision. It is not a symptom screener, diagnosis, therapy plan or record of symbolic meanings. Use the school's urgent safeguarding route whenever safety may be at risk.

1. Concern, impact and strengths

What staff saw or heard, with dates and settings	Impact on safety, access, relationships or learning
Strengths, interests and supportive relationships	Patterns, exceptions and recent changes

2. Current support and response

Support already tried, duration and frequency	What changed, stayed the same or became harder

3. Child and family voice

Child's own words, wishes and preferred ways to communicate	Family view, context and consent to share minimum information

4. Safety, SEND, culture and access

☐ Immediate risk checked through school policy	☐ DSL or emergency route used where needed
☐ Communication and language access recorded	☐ Sensory, physical and developmental access recorded
☐ Culture, faith, identity and family context discussed	☐ No meaning inferred from a toy, image or play theme

5. Referral question

What do we need a suitably qualified professional to assess or advise on?

Check the provider and review

Registration is a starting check. Fit, skill, governance and outcomes still matter.

6. Provider and service checks

Provider, service and named approach

- ☐ Training and qualification fit the named approach
- ☐ Clinical supervision and concern route are clear
- ☐ Consent and child assent are explained
- ☐ Data purpose, access, retention and deletion are clear

Current professional register entry checked on

- ☐ Experience fits the child's age and referral need
- ☐ DBS, insurance and school requirements are met
- ☐ Privacy limits and safeguarding sharing are explained
- ☐ Fees, absence, endings and complaints are clear

Evidence offered for this approach, age, need and outcome, including limits

7. Goals, school role and review plan

Two or three agreed, observable goals

How child, family, therapist and school views will be gathered

What the school will do within its role

Review date, attendees and measures

8. Review what changed

Child's current view and wishes

Family, therapist and school observations, kept separate

Benefit, burden, access, new concern and goal progress

☐ Continue

☐ Adapt

☐ Stop

☐ Refer

Reason and agreed next action

Owner, consent and next review date

Safeguarding remains active: confidentiality has clear limits. A disclosure or immediate danger follows the school's safeguarding and emergency process, not a delayed therapy review.