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**Changing Lives Through Horses Referral Form 2024-2025**

1. **Changing Lives Through Horses Centre**

|  |  |
| --- | --- |
| Centre Name: | Shardeloes Farm Equestrian Centre, [reception@shardeloesfarm.com](mailto:reception@shardeloesfarm.com) 01494 433333 |
| Lead Coach / contact name: | Mary-Joy Langdon |

1. **Participant Details**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: |  | | |  | | | Date of Birth: | |  |
| Current School Year: |  | | |  | | | Age: | |  |
| Contact Address: |  | | | | | | | | |
| Contact Number: |  | | |  | | | Email: | |  |
| Gender: | Male | | Female | | Non-binary | Prefer not to say | | Prefer to self-describe | |
|  | | Please use the pen picture to tell us any gender identity information relevant to this referral. | | | | | | | |

**Parent or Carer Details**

|  |  |
| --- | --- |
| Parent or carer name(s): |  |
| Address (if different from above): |  |
| Contact number: |  |
| Email: |  |

**2nd Emergency Contact**

|  |  |
| --- | --- |
| Name: |  |
| Relationship to participant: |  |
| Contact number: |  |

**Religion**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Christian (all denominations) |  | Buddhist |  | Hindu |  | Sikh |  |
| Jewish |  | Muslim |  | Other |  | No religion |  |
| Unknown |  |  | | | | | |

**Ethnicity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| White | English, Welsh, Scottish, Northern Irish or British | Irish | Eastern European | Gypsy, Roma or Irish Traveller | Any other white background |
| Asian or British Asian | Indian | Pakistani | Bangladeshi | Chinese | Any other Asian background |
| Black, Black British, Caribbean, African | Caribbean | African | Any other black, black British or Caribbean background |  |  |
| Mixed or multiple ethnic groups | White and Black Caribbean | White and Black African | White and Asian | Any other missed or multiple ethnic background |  |
| Other ethnic group | Arab | Any other ethnic group |  |  |  |

**Medical Information**

|  |  |
| --- | --- |
| Registered Disabled: | YES / NO |
| If **YES** please give details: |  |
| Diagnosed medical conditions: |  |
| Prescribed medication: |  |
| Does this require administration at CLTH sessions? If so please provide a signed consent form. |  |
| Known allergies: |  |
| Dietary Requirements: |  |
| Accessibility issues: |  |

**Does the participant belong to a vulnerable group?**

|  |  |  |  |
| --- | --- | --- | --- |
| Looked after child (current) |  | Care experienced |  |
| Permanently excluded (current) |  | Previously permanently excluded |  |
| Young carer |  | Teenage parent |  |
| Free School Meals |  | Pupil Premium |  |
| Young offender |  | School refuser |  |
| Asylum seeker |  | Other (please state): |  |

1. **Education Information**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Working below age expected level | Working at age expected level | Working above age expected level |
| Maths / Numeracy |  |  |  |
| English / Literacy |  |  |  |

**Please use the space below to list any exam subjects studied and with current and target grades:**

|  |
| --- |
|  |

**Attendance**

|  |  |  |  |
| --- | --- | --- | --- |
| Current attendance (%) |  | Unauthorised absence (%) |  |

1. **SEND Information**

|  |  |  |  |
| --- | --- | --- | --- |
| School SEND Support (K) | | YES / NO | |
| EHCP (or equivalent) | | YES / NO / UNDER ASSESSMENT | |
| Is there a specific diagnosis? | |  | |
| Speech and Language Therapy: | | YES / NO / PREVIOUS | |
| Educational Psychologist: | | YES / NO / PREVIOUS | |
| Learning and Cognition |  | Physical and Sensory |  |
| Social, Emotional and Mental Health (SEMH) |  | Communication and Interaction |  |

**Current details of in school SEND support / provision map (where applicable)**

|  |
| --- |
|  |

**Please enclose an individual risk assessment**

1. **Social Information**

|  |  |  |  |
| --- | --- | --- | --- |
| Support agency | Contact details  (if not via school) | Brief details of support | Current or expired (give end date where known) |
| Social Care |  |  |  |
| Youth Services |  |  |  |
| Police |  |  |  |
| Probation |  |  |  |
| Health |  |  |  |
| Youth Offending Team |  |  |  |
| Family Support |  |  |  |
| Other (please state) |  |  |  |

1. **Education status and funding (please tick or highlight)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Education Status** | | **Funding Source for Programme** | |
| Mainstream school roll |  | School |  |
| Special School roll |  | Local Authority |  |
| Pupil Referral Unit / AP roll |  | Parent / private |  |
| Education Other than at School |  | Charity |  |
| Electively Home Educated |  | Social Care |  |
| Post 16 college or other provider |  | Health |  |
| NEET (16-25) |  | Residential Care Setting |  |
| Adult (16 – 25) |  | BHS Bursary |  |

1. **Personal Skills Profile**

|  |  |  |
| --- | --- | --- |
|  | Level (1 – 5)  Please see descriptors | Comments |
| Communication |  |  |
| Confidence |  |  |
| Teamwork |  |  |
| Responsibility |  |  |
| Building Relationships |  |  |
| Perseverance |  |  |

1. **Participant Pen Picture**

|  |  |
| --- | --- |
| **Strengths / positive qualities / interests** | **Areas for development / challenges / targets** |
| **Triggers to concerning behaviour** | **Concerning behaviours** |
| **Support Strategies** | **Learning Styles** |

**All participants (or parent / guardian) MUST complete and sign a rider registration form at the Centre during or prior to the first CLTH session.**

1. **Reason for Referral to Changing Lives Through Horses (please include intended outcomes where possible)**

|  |
| --- |
|  |

1. **Referrer Information**

|  |  |
| --- | --- |
| School / Organisation: |  |
| Address: |  |
| Name of contact: |  |
| Position: |  |
| Contact number and email: |  |
| Designated Safeguarding Lead: |  |
| Contact number and email: |  |

**It is essential that a school or organisation contact is available by phone during session times.**

1. **Photograph and Media Consent**

|  |  |
| --- | --- |
| Is there signed consent for the use of social media posts and photographs including the participant? | YES / NO |

**Key Skills Descriptors**

**Communication** (two way exchange of opinions, news and information by writing, speech or gestures including body language and facial reactions):

1. minimal verbal communication with other people or horses; may use facial reactions, body language or noises to communicate;
2. will answer questions specifically asked to them, usually using verbal language; will use short, repeated phrases, facial reactions or body language to communicate with other people or horses;
3. answers questions using more extended verbal language; holds conversations based on their choice of topic with others of a similar age;
4. initiates a conversation with others of a similar age; will offer longer answers to questions asked by adults; asks questions which are usually relevant;
5. initiates conversations with others; uses appropriate eye contact, facial reactions and body language; can keep a conversation going with others for an extended period of time sticking to the relevant topic and swapping it as appropriate.

**Confidence** (a feeling or belief that you can do something well or succeed at something):

1. will attempt an activity with lots of guidance and support, especially from people well-known but demonstrates a lack of belief;
2. requires minimal guidance and support to attempt an activity;
3. will attempt an activity regardless of whether support or guidance is offered, especially when focusing on an area in which they have specific interests;
4. will attempt an activity with guidance rather than excessive support; will try something again where they may have not been successful in a previous attempt;
5. shows a willingness to try a range of different activities and tasks, regardless of whether they have not been successful when trying previously; is usually happy to take on new challenges and move out of their comfort zone appropriately.

**Teamwork** (the process of working collaboratively with a group of people in order to achieve a goal; teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals):

1. struggles to work as part of a team; needs a large amount of guidance and support to work with others; chooses to work alone if given the option; finds it very challenging to put aside personal differences when working with others;
2. will work in a pair if the other person is well-known to the young person; may either try to lead everything when working with a partner or to follow the other person with very limited contribution from themselves; will work in a small group with others with guidance if they are unknown to the young person;
3. will listen to others and contribute their ideas whilst working in a small group; may become quite reliant on working with a particular person when working as a team; is starting to lead at appropriate times;
4. able to work in small groups with no support, especially with other people who are well-known to the young person; will contribute ideas when working with others and will listen to others’ ideas; cooperates with others in a small group and can work through problems within the group;
5. works in a small groups with other people who are not well-known to the young person without additional guidance or support; can complete a wide variety of tasks working in pairs and small groups to achieve the intended outcome; can identify strengths and skills within a team which will help achieving their goal.

**Responsibility** (the ability or authority to act or decide on one’s own, without supervision having a duty to deal with something; being accountable for something):

1. struggles to follow instructions or to act in an appropriate way in a variety of situations; finds consequences of actions difficult to understand;
2. is starting to show a limited understanding of consequences of their actions; is beginning to show the ability to act appropriately in supported situations;
3. shows the ability to act appropriately if this is explained clearly to them; demonstrates some understanding of the consequences of their actions; beginning to make appropriate decision making and showing progress in this area;
4. acts appropriately the majority of the time if expectations are explained clearly to them; shows an understanding of the immediate consequences of their actions; continuing to develop decision making skills;
5. is showing ability to make own decisions independently and, most of the time, can act appropriately without support; shows an understanding of the consequences of their actions and is starting to try and make amends for any wrong choices made.

**Building Relationships** (the way in which two or more people or things are connected; the way in which two or more people or groups and behave towards each other):

1. struggles to look in the direction of someone else or a horse; chooses to be on their own over with another person/horse;
2. will look at someone else or a horse; will answer when someone greets them by name, especially if well-known to the participant;
3. will greet another person or horse by name; will answer when someone else greets them even if they are not well-known by the participant; smiles at other people/horses; is interested in other people/horses;
4. cooperates with others if it is instigated by another person/horse; actively shows interest in other people/horses;
5. demonstrates listening skills; tries to cooperate with other people/horses; shows a preference towards people or horses they know over unknown; shows appreciation of help; usually happy to encourage and help others.

**Perseverance** (something that has been done or achieved through effort: a result of hard work and training; something accomplished through continued focus or courage):

1. will complete activities which are within their comfort zone with minimal effort; rushes in an attempt to ‘get things done’; attendance may be poor;
2. shows more effort when completing a task within their comfort zone; demonstrates some effort when faced with an activity which they find challenging, sometimes with adult support; shows effort when completing a task in an area in which the young person is particularly interested;
3. shows enthusiasm for favourite activities; is able to recognise in which activities they have previously been successful – this then impacts positively upon their attempts to complete similar tasks;
4. demonstrates enthusiasm to complete a range of activities which they are able to complete independently; are willing to have a go at activities which are outside their comfort zone, with some support offered by an adult; will repeat tasks as needed;
5. keen and enthusiastic to join in a large number of activities; shows a willingness to learn; will stick at an activity if at first they do not succeed, regardless of whether adult support and supervision is offered; shows courage when faced with a difficult task or uncertainty; starting to set personal goals, therefore showing ambition.

**Privacy Statement**

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