



Request for Support – ROS Referral

The ROS Referral reflects the need of the student for more individualised support. This indicates the student being identified as Wave 3 on the continuum and official placement on the LS/SEN Registry.

The ROS Referral will be completed in an interview format with the Learning Support Lead. Following the interview the LS Lead will send to the Referring Teacher and/or HOY for final review. Once the signed ROS Referral is received, the LS Lead will place the student on the SEN Register and place a note in ISAMS.

Student Name:

Tutor Group:

Referring Teacher and/or HOY:

Referral Date:

1. Please tick **✓areas of concern** (add any areas of concern not listed):

BEHAVIOUR	INTELLECTUAL	SOCIAL/EMOTIONAL	PHYSICAL
Concentration	Processing	Peer Relationships	Fine Motor
Impulsivity	Sequencing	Anger/Conflict	Gross Motor
Activity Level	Language	Co-operation	Speech Sounds
Noise Level	Memory	Sensitivity	Agility
Work Completion	Comprehension	Engagement	Co-ordination
Following Directions	Learning Retention	Self Esteem	Motor Planning
Distractibility	Rate of Progress	Anxiety	
Sensory			
Comment:			

2. Please tick **✓academic concerns** (add any areas of concern not listed):

MATHS	READING	WRITING	SPEAKING / LISTENING
Basic Facts	Decoding	Grammar	Difficulty Communicating Ideas
Calculation	Comprehension	Spelling	Listening Skills for Learning
Problem Solving	Fluency	Construction	Expressive language
Word Problems	Phonological Awareness	Handwriting	Receptive language
Comment:			

3. Please tick **✓self-management concerns** (add any concerns not listed):

Losing Items	Getting Materials Ready	Starting Work
Forgetting Items	Putting Materials Away	Completing Work
Untidy work	Keeping Track of Belongings	Handing in Work
Comment:		



4. Please tick ✓ the level of independence:

Not Evident	Students demonstrate no evidence of performance towards the skills and concepts being assessed.
Emergent level of independence	Students are just beginning to show understanding and/or use of skills and application of concepts, however, they are unable to perform these skills accurately without continuous support and assistance.
Supported Independence	Students are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply skills and concepts and require frequent prompting or support. They make errors but occasionally perform these skills accurately.
Functional Independence	Students frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply skills and concepts but may require occasional prompting or support. They perform these skills accurately in most instances but make occasional errors.
Independent	Students demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply skills and concepts and can generalise learned skills to solve new challenges.

5. **What interventions, including differentiation and/or learning accommodations, have been implemented that are additional to, or different from, your usual curriculum. Please give details and the impact of the interventions on the areas of concern.**

6. **What participation abilities in their learning activities does the student demonstrate strengths and challenges?**

7. **Please give any additional relevant information about this student (e.g. recent assessment results, outcome of discussion with parents) that you may have.**

8. **What is the student's opinion/view on any difficulties that s/he may have?**

9. **What are the student's overall strengths and motivators?**

Signature of referring teacher:

Date: