HALL PLACE
EQUESTRIAN CENTRE

Changing Lives Through Horses

British Horse Society

Referral Form 2026-2027

I. Changing Lives Through Horses Centre

Centre Name:	
Lead Coach / Contact name:	

II. Participant Details

Name:		Date of Birth:	
Current School Year:		Age:	
Contact Address:			
Contact Number:		Email:	
Gender:			

III. 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:	

IV. 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:	

V. 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.

VI. Vulnerable Groups - 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):	

VII. SEND Information

Learning and Cognition	
Social, Emotional and Mental Health (SEMH)	
Physical and Sensory	
Communication and Interaction	

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

IX. 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	

X. 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:

XI. Attendance

Current attendance (%)		Unauthorised absence (%)	

XII. Social Information

Support agency	Contact details	Brief details of support	Current or expired
Social Care			
Youth Services			
Police			
Probation			
Health			
Youth Offending Team			
Family Support			
Other			

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

XIV. Photograph and Media Consent

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

XV. Participant Pen Picture

Please enclose an individual risk assessment

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.

Privacy Statement

This form contains Personal Data, including Special Category Data. The information provided must be accurate, relevant and only that which is necessary for the purpose of this referral. All parties agree to take additional care to protect this information from loss, alteration or use by any individual that does NOT have the authority to access it. Data sharing via this form should take place using secure methods. Email is not considered to be a secure method, unless there are additional controls, such as encryption, in place. Ideally, store an electronic copy of this document in a secure location and share a link, rather than attaching it to an email.

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Guardian/Referrer: _____ Date: _____

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.

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