**Stepping Stones School**

**Pre Placement Admission Documents**

|  |  |  |
| --- | --- | --- |
| **Name:**  | **Year Group:**  | **DOB:**  |
| **Mainstream School:**  | **Key Contact:**  | **Email Address:**  |
| **UPN:** |

|  |
| --- |
| **Home Address:** **Postcode:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent / Carer Name(s)****& Emergency contact** |  |  |  |
| **Relationship**  |  |  |  |
| **Address**  |  |  |  |
| **Telephone Number(s)** |  |  |  |

|  |  |
| --- | --- |
| **Is the child eligible for FSM?** |  |
| **Lunch / Packed Lunch** |  |
| **Any known medical conditions / allergies? (If medicines need to be administered then a medical form is to be completed.)** |
|  |

|  |  |  |
| --- | --- | --- |
| **Documents required in file**  | **IN PLACE**  | **Sent to Teacher at SS.** |
| **OUTREACH REPORTS & INFORMATION** |  |  |
| **SIGNED CONTRACT**  |  |  |
| **EDUCATIONAL PSYCHOLOGY**  |  |  |
| **CAMHS** |  |  |
| **CHILDREN SOCIAL CARE** |  |  |
| **OTHER INFO**  |  |  |

**All safeguarding and welfare concerns should be passed on to the DSL at Stepping Stones.**

|  |  |  |
| --- | --- | --- |
| **Key people**  | **Name(s)** | **Contact Details** |
| **SENDO**  |  |  |
| **Link EP**  |  |  |
| **CAMHS**  |  |  |
| **Children Social Care** |  |  |
| **Other:**  |  |  |
| **Other:**  |  |  |

**Pre Placement Information Sharing**

**Information for Teaching and Learning / Class Teacher to use for planning and prep of new admission.**

|  |  |
| --- | --- |
| **Child’s Name:**  | **DOB/ YEAR GROUP:**  |

|  |  |
| --- | --- |
| **Phonics Stage (if applicable)**  |  |
| **Current Reading Stage and Book**  |  |

|  |
| --- |
| **Any other academic information to be known/ including attitude towards learning / strengths / weaknesses etc.** |
|  |

**Date of Assessment / Teacher Assessment: Please date when these Assessments were completed and send a copy of highlighted KLIPS/PIVAT Statements in order for Stepping Stones to be able to identify key gaps promptly.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Reading**  | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** |
| **Writing**  | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** |
| **Maths**  | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** | **E** | **D** | **S** |

**IF USING PIVATS, PLEASE ALSO INCLUDE HIGHLIGHTED SHEETS for PSD**

**Any other assessments carried out please add to this document. E.g. Reading Age, WRAT tests, PIVATS KS1 SATS DATA.**

**September 2020: any catch up assessments completed due to summer school closures – also send to Stepping Stones.**

|  |
| --- |
| **Formulating Targets and The Child’s First IEP at Stepping Stones****Please could you outline a SMART target that you feel the child could work towards / achieve within 2-3 weeks. These will then be amended by the class teacher at Stepping Stones if required, following the initial settling in.****September 2020 – we are focussing on short smart, key learning targets in Maths and English, hence initially a 2-3 week target in these areas for Maths and English.****PSD targets can be set in order to be met within 6 weeks. Stepping Stones will then set the next targets as needed.** |
| **English** | **Maths**  | **Social**  | **Emotional**  | **Behavioural**  |
|  |  |  |  |  |
| **Completed By** |  **(ROLE)**  |
| **Contact email**  |  |

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**Stepping Stones School**

**Behaviour Risk Identification Form**

|  |  |
| --- | --- |
| **Name:**  | **DOB:**  |
| **Year Group:**  | **SEND Status / Code of Practice**  |
| **Mainstream School** | **Date Completed:**  |
| **UPN:** | **Current Attendance:** |
| **Number of Fixed Term Exclusions:**  |  |

|  |
| --- |
| **Contextual Information ( Bullet points)**  |
|  |

|  |
| --- |
| **Triggers for behaviour - Where does the behaviour stem from? (list)**  |
|  |

|  |
| --- |
| **What works with the child? How can we de-esclate / defuse and support the child from getting to crisis point? (Bullet points)** |
|  |

**Key to support completion of risk identification form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | **How Likely** | **How Often** | **Risk / Potential Harm**  |
| 0 | Never | Never | No Risk  |
| 1 | Not impossible | Termly | Low risk / minimum harm |
| 2 | Possible – 1-2 incidents over month | Monthly  | Medium risk of harm  |
| 3 | Probable –  | 3+ times per week | Serious - risk of harm |
| 4 | Highly Likely on more than one occasion | Daily – 1- times | Highly likely cause of harm – will cause injury / assault / damage |
| 5 | Certain – daily  | Daily – several times |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Behaviour / Area** | **How Likely****(A)** | **How Often****(B)** | **Risk****(C)** | **Risk Score**  **(a x b x c)** | **Comments**  |
| 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Home | Attendance Issues Inc. School refusal.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Home issues which impact on schooling.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Any **known** DV/ Drug / Alcohol abuse in the home.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Child displays violence in the home towards parent/carer /siblings.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Low level disruptive behaviours | Low Level disruption of others learning.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Work avoidance  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Work Refusal  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Opting Out – Walking out of class (wandering)  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Non-compliance to follow simple adult requests.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Noise making  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Shouting out answers / calling out.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Rudeness – socially inappropriate language to adults and peers.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Swearing  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  | Which Words?  |
|  | Threats to damage property  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Damage to property e.g. ripping paper, snapping pencils  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Extreme damage e.g. throwing of furniture, destroying resources.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Behaviour**  | **How Likely?** | **How Often?** | **Potential Harm** | **Risk Score** | **Comments** |
| 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
|  | Absconding out of class  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Absconding out of school  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Provoking and name calling to peers.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Threatening behaviour to peers.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Verbal abuse towards peers.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Verbal abuse towards staff.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Theft related incidents.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Threats to self injure / harm  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Self harming behaviours / Self injury  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  | What do they do? |
| Bodily Fluids – spitting  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Bodily Fluids – Urinating in inappropriate areas.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Bodily Fluids – vomiting  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Bodily fluids – smearing of blood | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Bodily fluids – smearing of faeces.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Physical assaults on adults – hitting  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Physical assaults on adults – kicking  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Physical assaults on adults – biting  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Physical assaults on adults – hair pulling / clothing grabs | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Masturbation / touching self.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Sexual behaviour towards others.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Use of sexualised language.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Use of weapons.  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Fire risk  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |
| Other:  | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |  |  |

**All of this information will be used to put in place appropriate behaviour management plans etc. If a child’s behaviour was to escalate and put both the child and others at risk, this risk assessment would be reviewed with the parents/carers and child. New strategies would be discussed and agreed. In extreme cases, a child’s timetable at Stepping Stones would be also under review.**