**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.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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.**