



**Stepping Stones School – Local Authority Pupil
Referral Unit**

School Admissions Policy

2024-2026

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AUDIENCE

This policy is intended to inform parents / carers, Lancashire Authority Pupil Access Team (PAT), Local Authority SEND team and primary mainstream schools of the admission procedures for both permanently excluded and referral pupils to Stepping Stones School.

ABOUT STEPPING STONES SCHOOL

Stepping Stones School is a Pupil Referral Unit (PRU) which is DFE Registered for 32 primary pupils aged 5-11 years. The school is commissioned by Lancashire Local Authority to provide up to 32 places for pupils who have been permanently excluded from mainstream primary schools in Districts 1, 2, and 4.

The school does have a high % of children with Educational Health Care Plans and is working with the Local Authority to support and identify long-term appropriate provision. This occasionally means a child may stay in placement longer.

Stepping Stones is a school and provides every child with access to the full national curriculum. The children are educated in one of the 4 class bases.

Elm Class (Year 1,2 and Y3)

Hazel Class (Year 3, 4 and sometimes year 2)

Maple Class (Year 4, 5 and 6)

Oak Class (Year 5, 6)

Each class has no more than 10 children in and there is 1 teacher and 1 teaching assistant (minimum) in the class. Additional support is distributed across the school dependent on needs and in order to provide pastoral support as required.

The children are grouped according to the age and sometimes academic ability.

If admissions increase there may be times where a child has to move classes within the school.

The school teaches the full national curriculum. The vast majority of children who attend the school access all of the curriculum areas, however there are times where we may need to personalise a child's curriculum further to meet their needs.

There is a heavy focus on social skill development, emotional regulation, learning strategies to manage feelings and behavioural responses.

The main provision is for children who have been permanently excluded or at high risk of exclusion. We facilitate appropriate assessments, collaborative work with other agencies and endeavour to move children back to mainstream school provision. In some instances, child may require to move on to long term special provision, this would be discussed at a child's annual review of their EHC plan.

Most children who are permanently excluded stay between 2 terms and 1 year.

Children on referral placements stay for an intervention placement of 12 weeks, followed by a 3-week phased reintegration back to their mainstream setting (starting after their 12-week review meeting).

PERMANENTLY EXCLUDED CHILDREN / CHILDREN NEW TO AREA WITH COMPLEX NEEDS E.G. CHILDREN LOOKED AFTER, CHILDREN WHO HAVE BEEN PERMANENTLY EXCLUDED IN A DIFFERENT LA. (OTHERS)

Stepping Stones School has a core duty is to provide education for children who have been permanently excluded from Districts 1, 2 and 4.

Stepping Stones endeavours to provide full time education for all permanently excluded children (25 hours per week).

However, there may be times and in extreme extenuating circumstances where a child's timetable and provision may be temporarily reduced. Prior to making this decision a range of support and accommodations to the child's curriculum will have been put in place. Any part time provision in these circumstances has an agreed action plan to increase back to full time provision. (Appendix A)

Following a permanent exclusion from mainstream school. The mainstream school should complete a Pupil Exclusion Notification (PEN1) and forward this with a copy of the exclusion report to the Pupil Access Team (PAT). The pupil will then be discussed at a placement panel. If Stepping Stones is identified as the provision for the pupil, the child will be placed on roll at Stepping Stones by day 6 of their exclusions.

As soon as the PAT team receive the notification, they inform Stepping Stones that the child requires education.

Stepping Stones will then make contact with the family to arrange an admission visit to the school.

Every effort is to get the child to school within 6 days from the exclusion.

(Go to Admission Meeting Section)

REFERRAL CHILDREN

Where capacity allows Stepping Stones will offer 12-week intervention placements for children at high risk of permanent exclusion. The number of intervention placements available is dependent on the capacity of the PRU at the time of commissioning.

These intervention placements are commissioned through a Multi-Agency Planning Panel with representative from the Inclusion Hubs for District 1, 2 and 4.

All referral provision is commissioned through a Local Authority staged model. (See Appendix B)

All referral provision is time limited.

Referral Provision – Structure of the 12-week intervention placement

When a child is agreed a referral placement to prevent exclusion, the school commissions a 12-week placement. The first 5 weeks are full time; from week 6 of the placement the child attends their mainstream school one day a week and Stepping Stones for the other four days.

The three-week reintegration period has a typical structure of week 1 – two days in mainstream setting and three days at Stepping Stones, week 2 – three days in mainstream setting and two days at Stepping Stones, week 3 - four days in mainstream setting and one day at Stepping Stones.

RESPONSIBILITIES OF THE MAINSTREAM SCHOOL DURING A REFERRAL PLACEMENT

- To ensure the child remains on roll at the school.
- To visit Stepping Stones and the child on a weekly basis from Week 3 of the intervention placement.
- To ensure they have informed their SENDO / Case Manager that a pupil is attending alternative provision.
- To ensure there is an Educational Psychology report / request fully in place.
- To submit any EHC requests (if required) in a timely manner. (Within 6 weeks)
- To ensure that staff replicate the strategies and support that is being put in place at Stepping Stones on the child's days in mainstream school.
- To provide feedback to the class teacher at Stepping Stones weekly on the child's day in mainstream school.
- To ensure safeguarding / welfare concerns are shared with the DSL at Stepping Stones.
- To continue managing the family support and liaising with other agencies.
- To transfer any additional funding allocated the PRU for the child e.g., PPG on a pro rata basis.

RESPONSIBILITIES OF STEPPING STONES FOR A REFERRAL CHILD PLACEMENT

- Provide a secure, safe school environment where the child has targeted support.
- Provide the mainstream school with weekly feedback, guidance and advice.
- Collaborate with the mainstream school to work towards desirable outcomes.
- To ensure safeguarding / welfare concerns are shared with the DSL at the mainstream school.
- To ensure the child makes good academic, social, emotional and behavioural progress.
- To ensure appropriate communication with the child's parents/carers continues.

ADMISSION MEETINGS

PRIOR TO ADMISSION

If a child is permanently excluded the headteacher / representative of Stepping Stones will contact the parent/ carer and arrange an admission visit to the school. The school will also try to contact the mainstream school for further information.

If a child has an approved intervention placement commissioned, a representative of the MAPP will contact the school to inform them it has been improved. The Outreach Manager from Stepping Stones will contact the school via email with the following attachments: a letter informing them of the outcome; a pre placement document to complete and a roles and responsibilities document for the intervention placement. Once the pre placement document is completed and returned to Stepping Stones the Pupil Pathway Manager will email / telephone the school and outline the procedures for an admission visit and ask the mainstream school to arrange the child and family to attend. At this time Stepping Stones will send a copy of this policy to the mainstream school to outline the admission process. The mainstream school will sign an agreement to adhere to the terms and conditions of the placement.

PRE-PLACEMENT INFORMATION

In order for Stepping Stones staff to work effectively and in the best interests of the child from entry the following information is requested prior to an intervention placement...

- A behaviour risk identification form.
- Any report from other agencies/ professionals e.g. Educational Psychology, SALT etc.
- Key information including names and contacts of other agencies involved.
- Assessment data (KLIPS) or PIVATS.
- The child's last IEP / IBP or equivalent.
- Current reading book / stage.
- Current Phonics information.
- Any relevant safeguarding information.

All of this should be provided prior to admission.

ADMISSION MEETING

The Admissions Meeting provides an opportunity for the pupil, parents/ carers, mainstream SLT member and Social Worker (if appropriate) to visit the school and meet with the Head Teacher or Deputy Headteacher.

The admission meeting includes:

- A tour of the school and an opportunity to meet the new Class Teacher and Teaching Assistant
- School Information shared via discussion and copies for the Parents/carers to take away including: the Positive Behaviour, Care and Control / Positive Handling Policy and further information on attendance, safeguarding and home school partnerships.
- The mainstream school (for referral pupils') parents / carers signing appropriate paperwork to agree to the terms and conditions of the placement.

The Head Teacher outlines the length of stay at Stepping Stones, the process of reintegration to a new mainstream school and sets a provisional exit date for the pupil

The Head Teacher will present information on other schools in the area with places and if agreed make a request to parent partnership for parents to visit schools within the area. Pupil Access Team will be informed and will mediate between the mainstream school and PRU to support the identification of a place. (For permanently excluded children / children requiring a managed move)

When a new mainstream school place has been secured by Pupil Access and agreed with parents/ carers (usually within 4 weeks) the Pupil Access Team inform Stepping Stones and communication links are established by Stepping Stones with the new mainstream school including an invitation to visit Stepping Stones, meet with relevant Stepping Stones staff and attend the pupil's first Education Planning Meeting which is usually 6-8 weeks after admission to Stepping Stones.

REVIEWS AND NEXT STEPS

PERMANENTLY EXCLUDED CHILDREN

- Will have an educational review within 8- 10 weeks of entry.

- At this review the class teacher will provide a report outlining the current progress and next steps.
- At this review the SLT representative from Stepping Stones will draw up an action plan to support the child and have an exit strategy from the PRU.
- **A second review will be booked for the following term to check on progress of the child and the action plan.**

REFERRAL CHILDREN

- All children accessing an intervention placement will have a review at the end of their placement (12 weeks).
- The class teacher will provide a detailed report which outlines the progress linked to targets set and next steps / strategies for support.
- There will be a collaborative discussion about the child and next steps and a reintegration timetable will be agreed.

MOVING ON FROM STEPPING STONES

At all reviews there is an open and honest discussion with all contributors and parents. At all times the child's interests are at the centre of all planning for next educational steps. The key aim is for a child to be successful in their school placement(s).

Every effort is made to reintegrate children back to their mainstream school to minimise changes in their education. However, at times this may not be appropriate or in the best interests of the child.

In terms of moving on there are three routes which are taken, depending on the child's needs.

- 1) A phased reintegration to their previous mainstream school. (Children accessing an intervention placement only)
- 2) A phased reintegration to a new mainstream school.
- 3) A transfer to a long-term special school. (Multi- professional view needs to be sought, EHC needs to be fully in place, every effort to reintegrate must have taken place, a high level of evidence is required to back this view,)

Parents/ carer view is important and they are fully consulted at each pupil review.

During phased reintegration's following an intervention placement Stepping Stones continues to provide some support (2 visits to support the child in their mainstream setting). The aim is to ensure the mainstream school has the skills and strategies to support the child's needs long term within their setting whilst reducing the support.



APPENDIX A – REDUCTION OF PROVISION DUE TO EXTENUATING CIRCUMSTANCES

Name:	DOB / Year Group	Date of Entry:
SEND Status:	Admission Status (Perm ex / Other/ Referral)	Is the child looked after?
Reasons for reduction in curriculum (State the facts)		
Highlight the documents that should be attached and in place (Risk Identification / Risk Management Plan / High needs requests / IEP's, IBP's, Educational Reports inc. Psychology and CAMHS)		
What additional provision is to be put into place to increase provision over time?		
Start Date:	Proposed End Date:	Review Date
Targets for Child		

Week	Date	Total Hours	Timetable / Times					Review / Evaluation linked to targets and provision
			Monday	Tuesday	Wednesday	Thursday	Friday	
1								
2								
3								
4								
5								
6								

Review and Next Steps



Pre-Placement Admission Documents for 12 Week Intervention Placement

Name:	Year Group:	DOB:	
Mainstream School:	Key Contacts: SLT Member: Class Teacher:	Email Address:	
UPN:			
Number of Fixed Term Exclusions:		Current Attendance:	
EHCP: YES / NO		Category of Need (if applicable):	
Is the child/young person a Looked After Child?	YES ☐	NO ☐	
Is the child subject to a Child Protection Plan?	YES ☐	NO ☐	
Is the child subject to a Child in Need Plan?	YES ☐	NO ☐	

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:		

As part of the intervention placement agreement, key adults who work with the child daily will visit Stepping Stones weekly from Week 3 of the intervention placement. Each visit should last between 2 and 3 hours (including travel time).

The structure of an intervention placement is 12 weeks of support – 5 days a week at Stepping Stones Short Stay School for the first 5 weeks of the placement and then 4 days a week at Stepping Stones Short Stay School and 1 day a week at the child's mainstream school for the remaining 7 weeks of the placement.

Preferred day for attendance at mainstream setting: _____

(This can be any day of the week although Stepping Stones recommends Mondays, Wednesdays or Fridays).

Behaviour Risk Identification Form

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

Child's Name:	DOB/ YEAR GROUP:
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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.

Formulating Targets and The Child's First IEP at Stepping Stones				
Please could you outline a SMART English and maths 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. SMART 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				

Behaviour Risk Identification Form

Name of Pupil:	Date Completed:
Completed by:	Job Title:

Contextual Information (Bullet points)

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

What works with the child? How can we de-escalate / 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.