**STEP program Referral Form**

**Projects-**

**-Step Together**

**-Step In**

**-Step Out to Stay In**

**-Step Forward**

**Referral criteria** – All young people referred will undergo an initial assessment, all must meet one of the criteria’s below:

* 11 – 25 years
* Aftercare / YP with statutory Social Care involvement
* EHC plan
* At risk of exclusion, or excluded from education
* Issues with school attendance
* Issues with positive engagement

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section 1: Referring Agency**

|  |  |  |  |
| --- | --- | --- | --- |
| Date of referral |  |  |   |
|  |
| Agency’s name |   |
|  |
| Address |  |
|  |
|  |
| Postcode |  | Tel No |   |
|  |
| Email Address |  |
|  |
| Referrers role: |  |
|  |
|  |
| **Section 2: Young Persons Details** |
| Family Name |  | First Name(s) |   |
|  |
| Gender |  | Date of Birth |   |
|  |
| Address |  |
|  |
|  |
| Postcode |  | Tel No |   |
|  |
| Email Address |  |
|  |
|  |
| Ethnicity  |  | If other, please specify |  |  |
|  |
| [ ]  White British | [ ]  White Irish | [ ]  Any other White background |
| [ ]  Gypsy/Roma | [ ]  Traveler of Irish Heritage | [ ]  Black Caribbean |
| [ ]  Black African | [ ]  Any other Black background | [ ]  Indian |
| [ ]  Pakistani | [ ]  Bangladeshi | [ ]  Chinese |
| [ ]  Any other Asian background | [ ]  White & Black Caribbean | [ ]  Any other ethnic background |
| [ ]  White & Asian | [ ]  White & Black African | [ ]  Any other Mixed background |
| [ ]  Info not obtained | [ ]  Refused |  |
|  |
|  |
| Does the child have an identified Special Educational Need? |  |  |
| [ ]  YES [ ]  NO |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please indicate what the SEN Primary Need of the young person is:Specific Learning Difficulty (SpLD)Severe Learning Difficulty (SLD)Behaviour, Emotional & Social Difficulty (BESD)Autistic Spectrum Disorder (ASD)Multi-Sensory Impairment (MSI)Global development delay (GDD) | [ ] [ ] [ ] [ ] [ ]  | Moderate Learning Difficulty (MLD)Profound & Multiple Learning Difficulty (PMLD)Speech, Language & Communication Needs (SLCN)Visual Impairment (VI)Physical Disability (PD)Hearing Impairment (HI)Other  | [ ] [ ] [ ] [ ] [ ]  |
| Please provide details |  |
|  |  |
| Details of any special requirements (for young person) |  |

Details of parent/carer

|  |  |  |  |
| --- | --- | --- | --- |
| Surname |  | First Name(s) |   |
| Relationship- please indicate |
| Parent |  | Carer |   |
|  |
| Address |  |
|  |
|  |
| Postcode |  | Tel No |   |
|  |
| Email Address |  |

Parent/Carer is happy for us to contact them regarding the referral and to arrange an initial consultation meeting when the program has been agreed? Yes/No

Details of parent/Carer (2)

|  |  |  |  |
| --- | --- | --- | --- |
| Surname |  | First Name(s) |  |
| Relationship- please indicate |
| Parent |  | Carer |  |
|  |
| Address |  |
|  |
|  |
| Postcode |  | Tel No |  |
|  |
| Email Address |  |

Parent/carer is happy for us to contact them regarding the referral and to arrange an initial consultation meeting when the program has been agreed? Yes/No

|  |
| --- |
|  |
|

|  |
| --- |
| **Section 3: Reason for referral** |
| Reason for referral: |
|  |
| What involvement has the referring agency had prior to referral? |
|  |
| What outcome(s) are you seeking for the Young Person? |
|  |
| Any other comments: |

 |
| **Section 4: Life and significant information** |
| Significant life events: |
|  |
| Additional information: |
|  |
| **Section 5: Timetable** |
| **Please note:** we can only support up to **16.5hours of Provision**. We can offer fulltime provision to a young person if they need a combination of the projects, such as Step together & step inOur timetable for Step together project runs MONDAY – FRIDAY, AM 10am-10.30am breakfast club, 10.30am-12.30pm session (2hours) lunch 12.30-1pm and PM session 1pm-3pm (2hours). Predominantly term time.Please indicate below the requested delivery for the young person.**Step Together-** predominantly 10-3pm but some flexibility can be discussed. This is part time flexible 121 support or working in small groups, delivered at Gorse Hill Studios. It is a minimum of 2.5hrs per week (1 session), 16.5hrs max (3.5days). The offer primarily runs between the hours of 10-3pm term time and can be adjusted per requirements, a minimum half term commitment is required to secure the placement. **Step In-** bespoke preventative program, 121 support in the formal setting. Days/times/hours to be arranged with the referrer. A minimum of a half term commitment is required to secure the placement.**Step Out to Stay In-** short term, bespoke intense mentoring intervention. Maximum two-week provision of 16.5hours per week, either 3.5days or spread out over 5 days.**Step Forward-** bespoke targeted outreach intervention. To be agreed within the referral process. Example- 2hrs per week over a half term period. Minimum of 6 weeks provision.**Project referring into- please indicate**

|  |  |
| --- | --- |
| **Step Together** |  |
| **Step In** |  |
| **Step Out to Stay In** |  |
| **Step Forward** |  |

 |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Before School** |  |  |  |  |  |
| **AM session** |  |  |  |  |  |
| **PM session** |  |  |  |  |  |
| **Twilight** |  |  |  |  |  |
| Please provide any additional information or clarification of your requests here: |

|  |
| --- |
| **Section 6: Finance** |
| Finance Contact:Name AddressEmailTelephonePurchase Order Needed Yes / No |

|  |
| --- |
| **PLEASE ENSURE THAT THE FOLLOWING INFORMATION IS ATTACHED TO THIS DOCUMENT BEFORE RETURNING TO GORSE HILL STUDIOS TEAM:**[ ]  EHC Plan (if applicable)[ ]  PEP (if applicable) Behavioural management plan Safety support plan[ ]  Risk AssessmentUntil this information is provided, we cannot confirm whether we can provide provision to the young person. |
| * We/I understand the information that is recorded on this form and that it will be shared and used for the purpose of providing services to the young person
 |
| * We/I give consent to the involvement of the identified service
 |
| * We/I are/am aware of this referral
* We agree to ensure payment for the STEP program is made within 7days of receiving an invoice
* We agree to fund the place for at least the initial agreed number of weeks, and then book per half term there after due to timetabling/staffing etc of GHS staff.
 |
|  |
| Signature of young person:  |  | Date:  |
|  |
|  |  |  |
| I confirm that I have obtained consent from the young person as appropriate and that she/he understands that information will be shared (as appropriate) between relevant professionals. I have retained the signed consent within our organisation's records. [ ]  |
|  |  |  |
| Signature of referrer: |  | Date: |
|  |
|  |  |  |

All referrals should be emailed, posted or scanned and emailed to

**STEP, Gorse Hill Studios, Cavendish Road, Stretford, Manchester, M32 0PR**

**email –** **STEP@gorsehillstudios.co.uk**

**Any queries with referral please call 0161 866 8356**

Questionnaire for ‘STEP Tracker’

**Social Interaction – Being around others**

|  |  |
| --- | --- |
| **Is attentive for stage-appropriate periods of time.** |  **Not at all**  **Rarely** |
|  |  **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Can remain in the same room or location for a pre-determined period of time without causing disruption.** |  **Not at all**  **Rarely** **Sometimes** **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Seeks help where necessary, for example, can work/play independently until there is a problem that cannot be solved without the teachers intervention.** |  **Not at all**  **Rarely** **Sometimes**  **Fairly often** **Often** |
|  |  **Always** |
| **Respects property, for example: values and looks after property, does not damage or destroy property, does not steal.** |  **Not at all**  **Rarely** **Sometimes** **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Remains physically and verbally peaceful towards adults; does not instigate conflict unprovoked.** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |

|  |  |
| --- | --- |
| **Remains physically and verbally peaceful towards other students; does not instigate conflict unprovoked.** |  **Not at all**  **Rarely** **Sometimes** **Fairly often** |
|  |  **Often** |
|  |  **Always** |

**Social Communication**

|  |  |
| --- | --- |
| **Behaves respectfully and age- appropriately towards staff and can hold basic conversation discussing simple topics e.g. the weather, favourite activities etc.** |  **Not at all**  **Rarely** **Sometimes**  **Fairly often** **Often** |
|  |  **Always** |
| **Shows respect to other pupils and interacts with other pupils at an age-appropriate level.** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Only interrupts and seeks attention age-appropriately, for example, behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others.** |  **Not at all**  **Rarely** **Sometimes**  **Fairly often**  **Often** **Always** |
| **Is able to listen to someone speaking, process the information given and respond appropriately.** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |

**Emotional Understanding of Self and Others**

|  |  |
| --- | --- |
| **Has age-appropriate empathy: is tolerant of others, shows understanding and sympathy, is considerate.** |  **Not at all**  **Rarely** **Sometimes** **Fairly often** |
|  |  **Often** |
|  |  **Always** |

|  |  |
| --- | --- |
| **Recognises actions, events and word that would provoke sadness in others.** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Recognises actions, events and words that would provoke sadness in themselves** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Recognises triggers that are likely to provoke anger in others.** |  **Not at all**  **Rarely** |
|  |  **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Recognises triggers that are likely to provoke anger in themselves.** |  **Not at all**  **Rarely** |
|  |  **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |

**Attitude to Learning**

|  |  |
| --- | --- |
| **Is interested in learning new things.** |  **Not at all**  **Rarely** |
|  |  **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Can work through a task or activity at a reasonable pace. Able to choose tasks/activities appropriately.** |  **Not at all**  **Rarely** **Sometimes** **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Reacts reasonably when they require further support on a particular topic.** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |

**Coping with Change**

|  |  |
| --- | --- |
| **Is able to regulate their emotions with some support in response to change.** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Is able to accommodate the needs of others, even if this requires an alteration in their daily schedule or routine.** |  **Not at all**  **Rarely** **Sometimes** **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Is open to change at short term notice** |  **Not at all**  **Rarely** |
|  |  **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Is open to change with longer term notice** |  **Not at all**  **Rarely** |
|  |  **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Is able to engage with forms of self-care e.g. listening to music, meditating, exercising, journaling.** |  **Not at all**  **Rarely** **Sometimes** |
|  |  **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Maintains good standards of sleep hygiene e.g. a regulated sleep schedule, screen-free time before bed.** |  **Not at all**  **Rarely** **Sometimes** **Fairly often** |
|  |  **Often** |
|  |  **Always** |
| **Completed by:** |  |