**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

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**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 in  Our 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  Address  Email  Telephone  Purchase 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 Assessment  Until 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**](mailto: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:** |  |