**Primary Youth Challenge – Our core Function - Success checklist**

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| **Core function** | **What we do** | **Success criteria/Evidence** |
| Provide a small, nurturing, stable and safe educational setting for vulnerable Key stage 2 children who are at risk of permanent exclusion. | We are a short stay provision – maximum of 2 terms.  Have class sizes of a maximum of 12 children.  Children attend for 2 days per week. Monday and Tuesday is for Years 3 and 4 – Wednesday and Thursday is for Years 5 and 6  safe, secure  positive experience of school  Uniform is provided (Sweatshirt and polo shirt)  Healthy food and drink are provided at breakfast, break and lunch.  Children are offered transport to and from school.  We have a very structured school day and daily routines.  Staff eat with the children  All children have a key mentor, so have access to a trusted adult at all times.  We meet toileting or other medical needs.  We have a first aider on site. | Children feel safe, secure and have a sense of belonging to an educational setting.  Children’s individual needs are met.  Children feel secure enough to begin to try new skills and have a wish to want to change their behaviour.  Children are happy and have an improved image of themselves.  Children have an improved emotional health and well-being.  All safeguarding protocols are met. |
| We aim to change/modify a child’s behaviour in order for them to remain in their mainstream school. | We set individual behaviour targets for the children to recognise the behaviours they need to modify and to measure these changes.  We assess children’s behaviour daily.  Children access weekly group (max 6 children) mentoring sessions targeted at specific areas of behaviour using the ECM for an hour.  We work other all outside agencies  All staff are MAPA trained  If necessary we support the process of accessing more appropriate specialised provision in order for each child to fulfil their true potential.  We have a behaviour policy – with clear, consistent steps to manage behaviour by all staff.  Children have daily reflection time.  We have a personalised behaviour tracker system | Children are better equipped in and are aware of how to manage their own behaviour.  Children take responsibility for the choices they make in regards to their behaviours.  They receive fewer exclusions  Children recognise what good behaviour looks and feels like.  Children operate more effectively within educational, family and the wider community settings.  Positive feedback from families and schools.  Children are referred onto specialist agency involvemen.t |
| We assess individual pupils needs | We provide reports for external agencies – CAMHS, SEN, BSS, Aspire etc.  We work closely with the local authority and the agencies available.  We assess a child’s cognition and learning needs, emotional behavioural and social needs, social communication and interaction needs and sensory and physical needs.  We direct schools in the right direction of support necessary for the child.  We provide written reports twice per term shared with parents and mainstream schools at reviews in the mainstream school.  We profile and assess the child’s ECM targets from admission to reintegration.  We offer individual counselling session with qualified practitioner if we feel this is required. | Assessment reports completed for individual children.  There is the specialist agency involvement with those children who require it.  Children’s individual needs are met with regard to cognition and learning needs, emotional behavioural and social needs, social communication and interaction needs and sensory and physical needs. |
| School to School support | Initial school observation of the child prior to their admission.  School are contacted before admission to gather relevant information about the child and their difficulties in school.  On admission schools are invited to visit YCP.  There is weekly contact via a telephone call or via email with the relevant school staff. This is a two way process, schools are asked to contact YCP to keep staff informed of the child’s progress.  There are half termly reviews in the mainstream schools with written reports from YCP.  Children are supported in their mainstreams schools by their key learning mentor on a Friday twice per month, where strategies are shared to support the children’s progress.  There is reintegration support for pupils going back into mainstream school.  Provide classroom behaviour management resources.  Support a child’s transition to secondary school, the Forward Centre, Lever Park or Rumworth.  Staff attend EH, CAM or CP meetings in school. | Good relationships between YCP and the mainstream school settings.  Positive feedback from schools – termly questionnaires.  School visits completed.  Children are successfully supported in their transitions to relevant new school settings.  Reintegration back into mainstream school is successful. |
| Delivery of core subjects | The mainstream school provides 3 learning targets for the core subjects.  Children access a daily Maths and English lesson.  Children work in small groups (max 4) with the support of a learning mentor.   * 1. support in lessons   Access to ICT across the curriculum  Children have daily reading session where they read with an adult. | Pupils engaging positively in their learning.  There is a continuation of school subjects and areas of learning being taught in their mainstream school.  Children begin to want to be independent learners. |
| Quality first teaching | Baseline assessment of targets provided by the mainstream school  Differentiation planning  Children get daily feedback in their books  Children access individual, small group and class learning activities  We aim to engage and enthuse children in their learning  All classroom resources are provided for the children.  There is 1 – 3 adult child support. | All classroom teaching is good or better  Application of Marking policies  Positive pupil voice  Good outcomes for pupils  Children are happy with their learning efforts and experience success. |
| Engage and support families | All new parents/carers are invited to a show round before admission.  Parents/carers are invited to contact YCP at any time.  Parents/carers receive regular telephone calls to discuss behaviours, both positive and negative.  We complete a home visit on admission.  We provide behaviour resources to parents/carers where required.  All parents are invited to the Trust Parent group held twice monthly.  We provide the child with a uniform, all their meals and transport to and from YCP.  Letters are sent home to inform parents/carers of the children’s targets as they begin their admission at YCP.  There is a text message service to share information with parents/carers.  Parents/carers are asked to complete a termly questionnaire to offer their opinions and feedback. | Evidence of pastoral support for children and their families.  Positive parent/carer feedback |
| Attendance improvement strategies | Children are offered transport daily to and from YCP.  Children are dual registered with their mainstream school.  Attendance is updated daily on SIMS  We follow up all absences including informing the mainstream school.  Attendance is tracked and monitored with clear procedures.  We work with appropriate agencies where attendance is an issue. | Improved attendance  Evidence of inter-agency working for poor attendance |