**Youth Challenge Primary Provision Offer by Area of Need and Wave of Support**

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| **Area of Need: *Cognition and Learning*** |
| **All pupils, where appropriate** | **For some pupils**  | **For a few pupils**  |
| The mainstream schools provide up to 3 learning targets for the children in Maths and English.Access to Maths, English, topic and mentoring lessons daily.Differentiated planning, activities, delivery and outcome linked to their personalised targets and their ability.Baseline assessments and weekly/termly assessments by a mastery system Weekly academic progress monitoring.In class support from teacher In class support from experienced learning mentors.Small group teaching.1:3 adult support in the classroomAccess to ICT across the curriculum.30 minute targeted reading per weekSmall nurturing environment.Liaison with teachers in their mainstream schools.Written reports twice per term shared with parents and mainstream schools.Visual timetableWeekly homeworkA read at home book to encourage reading at home with parentsThemed days throughout the school year, including celebration of British Values.Liaison with the mainstream school weeklyLearning walls for Maths and English in the classroomParents informed of their targets on admission and reviewed with them twice termly.Support in their mainstream classroom on a Friday.Reintegration support for pupils going back into mainstream school.Rewards for independent working in the classroom.All classroom resources supplied to them. | Personalised visual timetable – now and next1:2 adult support in the classroom.Quiet table in the classroom with access to listening to classical music whilst working.Use of coloured overlays and paper.Large print text.Time out cardI need support cardsPrivacy boards.Reintegration support for pupils going back into mainstream school.Support with EHCP applications with their mainstream schoolsLearning areas outside the classroom.Support with the EHCP applicationFidget/distraction equipmentMainstream school staff visit the children whilst at YCP | Liaison with Ladywood Outreach ServiceLiaison with the Educational Psychologist involvementWorking out of class with support to reintegrate them for increasing periods of time.1-1 adult support in the classroomPersonalised 1-1 timetable in class support with breaks |

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| **Area of Need: *Communication and Interaction*** |
| **All pupils, where appropriate** | **For some pupils** | **For a few pupils** |
| Planned admissions policy, show rounds, uniform, discussion of needs with parents.Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words etc.Clear staffing structureStructured and clear school and class routines.Calm environmentDaily feeling faces, emotions boardRead aloud with the class dailyDaily reflection timeSmall group mentoring lessons.Support from experienced staff with expressing themselves effectivelySupervised break and lunchtime activities.Small class settings to encourage positive interactionLiaison with parents to share relevant information.Labelling of areas, resources etc | In class support with focus on supporting speech and language.Speech and language intervention e.g. Lego TherapyCommunication cards/ Feelings symbols.Calm down kits with visual remindersSocial communication checklistDaily recording of social communication difficultiesReports written to support the EHCP processIndividual visual timetable now/nextAssess these needs and feedback to school and relevant agenciesPlanned seating arrangementsLiaison with transport – specific needs catered for on transport. | Speech and Language support / adviceAdvice/ Input from Ladywood Outreach ServiceSupport a referral to speech and language serviceReports written for CAMHSLiaison with Educational PsychologistSocial communication pack of resources for parents |

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| **Area of Need: *Emotional, Behavioural and Social*** |
| **All pupils, where appropriate** | **For some pupils** | **For a few pupils** |
| Allocation of key mentor.All staff MAPA trainedUniform provided Transport provided to and from home via a taxiSocial and emotional support throughout the day by experienced members of staffEarn time twice dailySafeguarding policyVery Important Pupil daily – picture sent homeAttendance tracked and monitored with clear procedures.ECM profiling from admission to reintegrationWhole class visual timetableWhole school behaviour policy. Regular contact with parents/carers to discuss behaviours, both positive and negative Reports and Review meetings in schoolWhole school sanction and reward system.Personalised behaviour tracker and reward systemWhole school/ class reward and sanctions systems.In class pastoral support.Access to trusted adult at all times.Attend EH meetings in schoolSpecialised training for staff (FGM, CSE, Prevent) 2 full-time safeguarding officer onsite.All religious, cultural, social and gender needs met.Daily pastoral meetings to share information and agree action/ monitor outcomes.Text message service to share information with parents.Healthy food and drink provided at breakfast, break and lunch.Nurture practice in classrooms (staff eating with pupils during break and lunch time).Clear behaviour trackerCelebrate birthdays Celebrations around movement back to school successfully | Parent groups held fortnightly.Liaison with medical professionals  Liaison with mental health practitioners Liaison with BSS/AspireHome visitsClear strategies to support behaviour out of classPersonalised visual timetableReflection room/time1-1 support in classAttendance at camhsLiason with external agenciesMeet toileting needs, medical or other.Support transition to secondary schoolSupport the transition to the Forward Centre, Lever Park or Rumworth | Behaviour pack of resources for parentsIndividualised rewards, soothers, interests and comfortNeeds met.Individual counselling session with qualified practitioner.Staff transport to and from home occasionally. |

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| **Area of Need: *Sensory and Physical*** |
| **All pupils, where appropriate** | **For some pupils** | **For a few pupils** |
| Flexible teaching arrangements.Staff training in relevant area.Access to pencil grips.Access to distraction/ sensory equipment.Independence encouraged throughout the school day.First aider on site. | Additional fine motor skills practice. In class support for access, safety etc.Individual support in class during appropriate subjects.Use of overlays, coloured paper.Liaison with medical professionals Quiet classroom for 1-1 teachingEar defendersToileting needs medical or other.Allergies catered forIndividual seating plan in the classroom etc. | Advice/ Input from Ladywood Outreach ServiceUse of appropriate resources Bespoke equipment to meet individual need. Use of appropriate resources, liaison with medical professionals.Specialist training if required for Epilepsy |