**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 classroom  Access to ICT across the curriculum.  30 minute targeted reading per week  Small nurturing environment.  Liaison with teachers in their mainstream schools.  Written reports twice per term shared with parents and mainstream schools.  Visual timetable  Weekly homework  A read at home book to encourage reading at home with parents  Themed days throughout the school year, including celebration of British Values.  Liaison with the mainstream school weekly  Learning walls for Maths and English in the classroom  Parents 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 next  1:2 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 card  I need support cards  Privacy boards.  Reintegration support for pupils going back into mainstream school.  Support with EHCP applications with their mainstream schools  Learning areas outside the classroom.  Support with the EHCP application  Fidget/distraction equipment  Mainstream school staff visit the children whilst at YCP | Liaison with Ladywood Outreach Service  Liaison with the Educational Psychologist involvement  Working out of class with support to reintegrate them for increasing periods of time.  1-1 adult support in the classroom  Personalised 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 structure  Structured and clear school and class routines.  Calm environment  Daily feeling faces, emotions board  Read aloud with the class daily  Daily reflection time  Small group mentoring lessons.  Support from experienced staff with expressing themselves effectively  Supervised break and lunchtime activities.  Small class settings to encourage positive interaction  Liaison 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 Therapy  Communication cards/ Feelings symbols.  Calm down kits with visual reminders  Social communication checklist  Daily recording of social communication difficulties  Reports written to support the EHCP process  Individual visual timetable now/next  Assess these needs and feedback to school and relevant agencies  Planned seating arrangements  Liaison with transport – specific needs catered for on transport. | Speech and Language support / advice  Advice/ Input from Ladywood Outreach Service  Support a referral to speech and language service  Reports written for CAMHS  Liaison with Educational Psychologist  Social 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 trained  Uniform provided  Transport provided to and from home via a taxi  Social and emotional support throughout the day by experienced members of staff  Earn time twice daily  Safeguarding policy  Very Important Pupil daily – picture sent home  Attendance tracked and monitored with clear procedures.  ECM profiling from admission to reintegration  Whole class visual timetable  Whole school behaviour policy.  Regular contact with parents/carers to discuss behaviours, both positive and negative  Reports and Review meetings in school  Whole school sanction and reward system.  Personalised behaviour tracker and reward system  Whole school/ class reward and sanctions systems.  In class pastoral support.  Access to trusted adult at all times.  Attend EH meetings in school  Specialised 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 tracker  Celebrate birthdays  Celebrations around movement back to school successfully | Parent groups held fortnightly.  Liaison with medical professionals    Liaison with mental health practitioners  Liaison with BSS/Aspire  Home visits  Clear strategies to support behaviour out of class  Personalised visual timetable  Reflection room/time  1-1 support in class  Attendance at camhs  Liason with external agencies  Meet toileting needs, medical or other.  Support transition to secondary school  Support the transition to the Forward Centre, Lever Park or Rumworth | Behaviour pack of resources for parents  Individualised rewards, soothers, interests and comfort  Needs 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 teaching  Ear defenders  Toileting needs medical or other.  Allergies catered for  Individual seating plan in the classroom etc. | Advice/ Input from Ladywood Outreach Service  Use of appropriate resources  Bespoke equipment to meet individual need.  Use of appropriate resources, liaison with medical professionals.  Specialist training if required for Epilepsy |