



Silverstone

Curriculum intent, implementation and impact.

Curriculum Intent, Implementation and Impact at On Track Silverstone

Our approach:

At On Track Education Silverstone (OTES), we pride ourselves on offering a broad and ambitious curriculum to the students we teach. The curriculum is devised, throughout the school, to provide multi-disciplinary opportunities to engage students with a wide range of interests and skills. Our curriculum has been shaped taking into account the interests and requirements for further education and next steps for all students. We want our students to feel confident in their abilities and develop the courage to try new things they may not have had experience of prior to joining the school. Our small class sizes mean that students receive extra support to access the curriculum where needed- ensuring they get the close attention and support they deserve.

On entry to school each student has a baseline assessment to help us better understand their potential and identify gaps in learning. We have high expectations and will work to aspirational 'if challenged' targets. We believe that providing students with inspiring learning environments, offering a wide range of creative, academic, social and emotional learning opportunities will meet this potential. Additionally, we want our students to become active members of their community, developing the skills to become responsible, considerate and resilient young people, who embrace new opportunities when they arise.

Personal development is essential for our students; themed study relating to social, moral, spiritual and cultural development our approach helps them to build interest and develop cultural capital in the world around them, often providing them with opportunities and experiences they might not otherwise have access to. This supports all pupils we work with, allowing them to broaden their expectations, experiences and promote positive self-esteem.

The curriculum:

We continue to make improvements and adjustments to our curriculum, ensuring subject leads design an engaging curriculum in their own areas. Each subject area has their intent statement detailing the educational philosophy behind their curriculum design and what they want their students to learn and what they want them to leave with outside of qualifications. This also includes subject areas that are covered and the sequence in which they are taught to best build and extend students' knowledge. All statements are inspired by On Track's vision: support, nurture, inspire, empower.

Each subject area develops plans, firstly LTP (long term plan), which outlines the content to be taught over the year, including the skills to be covered and the assessment point. Next MTP (medium term plan) which outlines the specific knowledge and skills that will be delivered within the topic area. This will also include a note of the specific vocabulary students will be familiarised with and how the knowledge is sequenced to build over the term/topic. Further depth of assessment is included and how this will be achieved, it also outlines how students will be supported during this area of study. Class accessibility plans (CAPS) are produced for each subject to identify specific presenting needs and corresponding teaching approaches to support the student reaching their potential.

	Intent	Implementation	Impact
KS3	At OTES the intent is to provide every student with the opportunity to access a broad and balanced curriculum. Students can arrive having experienced extended periods of time away from education, the curriculum is	Faculty and cross faculty planning is crucial to the development of learning at OTES. Subjects baseline upon arrival to school and will use this to inform the initial teaching pathways. OTES uses varied formats of formal assessment and continuous	Assessment data in key stage three is based on a subject specific assessment framework; designed by faculty leads to reflect progress relating to key knowledge and skills. Pupils will be assessed against

	designed to be inclusive of these needs. All students have a nurture base, which is adopted to provide the support and emotional development many of the students require. As a result, this will encourage a love of learning to ensure they have the foundations to make informed choices for KS4. Key stage three subject teachers (led by specialists) deliver their discrete areas to students. Some subjects are delivered to students on a rotational basis so a wider range of subject and subject disciplines can be experienced. In all year groups, the curriculum is designed to promote fluency, secure fundamental knowledge and develop transferable skills.	assessment to track students' progress on a termly basis. Assessment data in key stage three is based on a subject specific assessment framework; designed by faculty leads to reflect progress relating to key knowledge and skills. Pupils will be assessed against criteria and identified as emerging, developing, secure or embedded across subject specific frameworks. Alongside the academic measures, thrive profiles and behavioural data analysis are used to assess the students' levels of emotional and social development.	criteria and identified as emerging, developing, secure or embedded across subject specific frameworks. Targets are set that are ambitious for our students, using CAT4 and GL progress tests. These targets for the end of KS4 and each year in between expect a yearly two sub level progression such that, all students must make 6 sub levels of progress by the end of their learning in year 9, from their starting point. This should provide access to pathways where students have the opportunity to achieve at least 5 GCSEs and BTEC equivalents.
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KS4	At OTES, the intent of our curriculum is to provide every student with the opportunity to progress their stages of learning, and to narrow the gap between starting points and projected progress. Students are offered a broad range and type of subject, with qualification levels appropriate to their level of need. This includes selecting optional subjects for further study at key stage four. They will be secure in the learning and provided with impartial advice and guidance to progress to their next stage of education. Our KS4 offer is broadly in line with a mainstream curriculum offer; with pupils having the opportunity to achieve up to 8 GCSE or BTEC qualifications to progress into their next steps of education or training.	The curriculum is designed with two discrete pathways, intended to allow students to progress to their potential. The offer of academic and vocational pathways is designed to increase student engagement and foster a trust and love for learning in a range of subjects and professions. The offer has a broad and balanced range of subjects, where options allow for students to continue a broad curriculum.	Assessment in key stage four is based more on external specifications and accreditation criteria. This is measured against starting points, if a student enters the school at KS4, a baseline will be conducted. Those continuing their learning from KS3 will use the end of KS3 results as a baseline for KS4. The aim is that students will leave with at least 5, and up to 8 GCSE and BTEC equivalent. Impact is measured against the expectation that pupils make 4 sub levels of progress in the duration of their course. We aim and support pupils with careers and transition work, to ensure all students have the skills to be in education, employment or training post 16.
Restore	Restore is OTES offer for pupils to cater to individual and emerging needs that cannot be met through our main school curriculum. Pupils in the Restore programme are supported on a 1:1 basis with a core group of staff for all personalised learning opportunities. This faculty's primary aim is to promote personal development and readiness for learning. The programme will look to reintegrate students back into school and increase their levels of attendance	The learning journey for key stage 3 students is fluid and focuses on using the student's interests and strengths to help enable them to learn in a variety of styles. ASDAN short courses are adapted to meet a bespoke and flexible program on an individual basis. Some of the courses we offer include: Foodwise, Animal care, Sports and fitness and COPE.	Staff create an individualised action plan for each student who joins our Restore programme. Staff use transition information, Thrive and EHCP targets to create individualised action plans and personalised targets that can be used to measure progress. Our use of the thrive approach helps staff to progress towards and identify when a student is ready to learn. This approach also gives staff

	and classroom exposure by addressing their individualised needs.	These courses are then the link to help embed the skills and qualities to enable the Key stage 4 students the opportunity to achieve qualifications in ASDAN short vocational courses of varying subjects, as well as personal development courses. Opportunities for students to obtain other qualifications are also accessible, to include GCSE's core subjects, English, Maths and Biology. Alongside Btec vocational subjects such as Cooking Skills and Health and Social Care.	the skills needed to be able to change the learning environment to best suit their individual at that moment in time and provide meaningful learning opportunities led by the pupil. Impact can be measured by the partial or full integration of students into the main school curriculum.
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KS3 Rationale

We teach a broad, three year KS3 and follow the national curriculum. It is common for students to enter the school having missed periods of education - in some cases up to three years. Alongside this, historically literacy and numeracy are areas where students lack confidence and present with significant gaps in their development. The curriculum accounts for those who present as significantly below expectations; ensuring maths and English are timetabled each day. To support this, reading tests and strategies are applied to support reading development, alongside there being the expectation for students to read during tutor time. A program of individual Phonics is available to students in the early stages of reading. We recognise that students' engagement and needs can vary throughout their school day, to support this, their academic and vocational subjects are evenly distributed throughout their day and week to allow for these changes. To allow for a wider curriculum coverage, some subject areas are delivered on a rotational basis, being careful to ensure that sufficient curriculum time can be provided to students, so that breadth and depth can be accounted for; as we know insufficient curriculum time can lead to shallow learning. The current carousel of topics allows for exposure to a variety of curriculum subject areas: including music and drama, design technology and textiles.

Traditionally, the subjects were taught in a nurture model with one main teacher. Students now experience subject specialist teaching, to allow for a deeper insight to subject knowledge and enjoyment. All KS3 classes operate from their own classroom to provide a safe and nurturing environment. Their curriculum includes a wider range of vocational subjects for option choices to be made at the end of the key stage. It is important to note, that while KS3 prepares students for GCSE, their curriculum is not a 'watered down version' to allow for a knowledge-rich and worthwhile experience. This extends to assessment, students are exposed to a variety of assessment types which can include questions to prepare and reduce anxiety towards external examinations. However, these are selected cautiously, with a clear reasoning.

For students who are not ready for a classroom environment. An outreach programme is put in place to develop specific skills; these are bespoke and based on presenting needs. Outreach programmes can include, but are not limited to: sensory/soft play experiences, outdoor learning, alternative provision, 1:1 maths and English through home learning. This may also involve a reduced timetable in order to build resilience and stamina for learning.

KS4 Rationale:

We teach a two year KS4 where students will have a pathway of GCSE and BTEC qualification at its core. Functional skills or entry level pathways are available where suitable to individual needs. Curriculum design is based around external examinations, with outcomes in mind. This means, students will have the opportunity to focus on suitable courses and examinations; however, achievement in Language (and literature where applicable) and mathematics is prioritised to ensure they have the currency to move onto their next steps. As with KS3, historically literacy and numeracy are areas where students lack confidence and present with significant gaps in their development. The curriculum accounts for this, ensuring maths and English are timetabled each day. Where possible, the sessions take

place in the earlier part of the day. For the rest of the curriculum, students move between subject teachers to ensure they have a specialised teaching to address gaps in learning and allow for progression, but also to develop a deep understanding of knowledge and develop skill. All students have access to a core subject offer of single science (Biology), with potential to extend to a double where appropriate, double English (where selected) and Mathematics. Art and Design now form an extended part of our curriculum offer, where students are able to choose from design technology, textiles, photography, art and craft and 3D art. We recognise that creativity fosters a good sense of wellbeing and self-esteem. Additionally, students are able to continue with Outdoor Education through studying ASDAN PSE to continue to work on their personal development. When a student enters the school with GCSEs already started, these are able to be continued. Alternatively, students will have 'taster' sessions of each subject on offer, before making informed choices.

Work related learning (WRL) and work experience are placed as a high priority in KS4, this is to help students make informed decisions regarding their next steps, for college, apprenticeships or further training. Each student will receive a WRL opportunity, either through block placements or ongoing placements- depending on need. WRL is also scheduled on the timetable; a weekly double session is in place for years 10 and 11. The aim of this programme is to allow students to learn and discuss personal attributes needed for the working environment; and practise employability skills, including the development and use of ICT.

For students who are not ready for a classroom environment. An outreach programme is put in place to develop specific skills; these are bespoke and based on presenting needs. This can include, but is not limited to: alternative providers, extended work experience placements, thrive, outdoor learning, 1:1 maths and English through home learning. This may also involve a reduced timetable in order to build resilience and stamina for learning.

Restore Rationale:

OTES Restore offers a programme focused on creativity of play and providing opportunities to explore and create new ways to learn through a child centred individualised timetable. We support and encourage the development of confident, happy and capable students who are open to learning and who are equipped to manage life's challenges. Opportunities for off site visits form a key part of student's timetables, giving varied new life experiences to enhance social, moral, spiritual and cultural development.

Restore offers each student the opportunity to access part or full curriculum depending on each individual need. Restore offers a unique opportunity for students to understand themselves and what they need for an educational setting in order for them to achieve their academic potential in every aspect of their life. The faculty follows a holistic approach, where students are able to explore new experiences and practical learning in a creative way to help them meet their diverse needs.

KS3 Curriculum allocations – sessions per week			
Session duration: 40 minutes 6 session day			
	Year 7	Year 8	Year 9
English	4	4	4
Maths	4	4	4
Science	3	3	3
PE	2	2	2
PSD&PSHE inc. WRL and RSE	1	1	1
Humanities (History, Geography)	3	3	3

Topic (Drama, music).	2	2	2
Design	2	2	2
Cooking	2	2	2
Art	2	2	2
Wellbeing	2	2	2
Character and Culture	2	2	2
Restore	1	1	1

KS4 Curriculum allocations – sessions per week		
Session duration: 40 minutes 6 session day		
	Year 10	Year 11
English	5	5
Maths	5	5
Biology	4	4
PE	2	2
PSHE inc. RSE	1	1
Character and Culture	2	2
WRL/Wellbeing	2	2
Food Tech	3	3
Art	3	3
Outdoor learning	3	3
History	3	3
Geography	3	3
Health and social care	3	3
3D Art	3	3
Photography	3	3
Sport	3	3

Wellbeing within the curriculum:

Wellbeing is at the heart of the school, the curriculum extends beyond that of the academic to personal growth and development. Through focus on the softer skills or what they learn from the social interactions and understanding of their behaviours. We aim to develop their skills for life so they can achieve their full potential.

Wellbeing in the curriculum has continued to expand as part of the new academic year; with formal timetabled sessions included for all groups across the cohort in both KS3 and KS4. These sessions are led by well-being staff and delivered collaboratively with wider curriculum staff. These sessions are planned and delivered taking into account the core themes of PSHE, linking outcomes and personal development to living in the wider world, health, wellbeing and relationships.

PSHE and SMSC: PSHE has been reintroduced as a discrete subject, with pupils having weekly timetabled sessions in their respective teaching groups. Students are exposed to a wide range of topics. The content is considerate of student needs and is progressively considerate of prevalent related themes in the locality. The curriculum is based from PSHE Association on a themed programme that builds in developmental progression by revisiting themes year on year, building on and extending prior learning. Alongside weekly PSHE lessons, students have access to weekly SMSC lessons where we have the opportunity to nurture reflective wisdom that will enable our students to make appropriate choices that will help prepare for living in modern Britain. It aims to help raise aspirations, enable students to connect with their communities and develop their core values.	Cross team working: Wellbeing systems are in place to support students. The wellbeing team comprises a wellbeing lead, wellbeing tutors and Thrive practitioners. Wellbeing intervention is readily available to address students' emotional needs when they are finding the classroom environment challenging. Alongside the Thrive practitioners, this pool of staff are there to respond to a student's needs and plan activities or adapt their daily routine accordingly. Each student has a designated tutor. Although all staff are there to support a student's needs, the tutor is their key adult who is able to voice concerns on behalf of the student and reflect on behavioural needs that may have occurred. Additional wellbeing sessions and allocated time are used in response to patterns in behaviour and applied to achieve restorative outcomes for pupils.	Positive behaviour strategy: An introduction of a success form system. This system has been expanded to positively reinforce all forms of success inside and outside the classroom. Success forms are used to record all successes; academic success, positive management of behaviour and achievements relating to social progress and emotional wellbeing. Recorded numbers of success forms directly correlate with tiered rewards including educational visits and personal development experiences.
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Thrive: Thrive provides the core ethos for behaviour management at the school. This begins with a student's profile being assessed on entry to the school (with termly updates). From here, in class strategies and targets are shared with staff to utilise in their lesson times and other areas of the curriculum. In addition to this, students also have access to a 1:1 session weekly. As a school we acknowledge that 'emotions cannot be timetabled' means that Thrive also operates in a responsive way to emerging needs, staff approaches foster the development of emotional and social skills through a variety of planned and adaptive student-led sessions.	Character and Culture Each week, students enjoy Character and culture time. The aim of this is to foster interests and promote personal development in areas external to the academic curriculum. Character and culture has been planned with an SMSC calendar at its core. Pupils will engage in work related to an identified theme linking to fundamental British values. Pupils will have further opportunity to engage and consider these themes using linked tutor time resources prepared by lead well-being staff. Additionally, the sessions help to build social communication, where each area targets to improve aspects of Communication, sessions are based on Thrive targets and encourage students to become active participants in school, community and their own lives.	Work spaces: Each subject and classroom develops its identity to support learning. Where students struggle in this environment, the school is working towards designated areas such as the wellbeing hub. This offers calming, sensory and quiet working to support each student's emotion needs to prepare for learning.
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Progression:

Context

It is acknowledged that students who attend On Track Education Silverstone will arrive with a range of needs. In conjunction with academic tracking, the school also measures social, emotional progress. To do this, each student is measured against a set of descriptors outlining characteristics:

- conduct behaviour
- emotional behaviour
- learning behaviour
- level of risk

This is to ensure that the child is developed holistically and each of their needs are accounted for. In addition to this, students are measured using an out of programme tool- measuring lengths of concentration for each session. The result of this is to further determine behaviour patterns and triggers, allowing for intervention work to take place.

Progression Tracking

In 2020 OTE began to design its own progression model, this is further work built on the removal of national curriculum levels. All new students to the school will take part in an initial assessment and baseline testing using the CAT4, if a pupil joins in KS3 subject specific progress testing (PTE, PTM, PTS) is completed to inform their starting point and progression pathways. This will be used to baseline a student and allow for appropriate pathways to be determined and aspirational targets to work towards. This also means subject teachers can quickly assess gaps in learning and intervene with these during the course of their teaching.

In key stage four pupils progression tracking data is collected and reported on termly, using subject specific progress descriptors ranging from EL1- to 9. These progress descriptors are cross-referenced with accreditation specifications and GCSE grading criteria.

In key stage three the school is using adapted progress descriptors, linked to key knowledge and skills in each

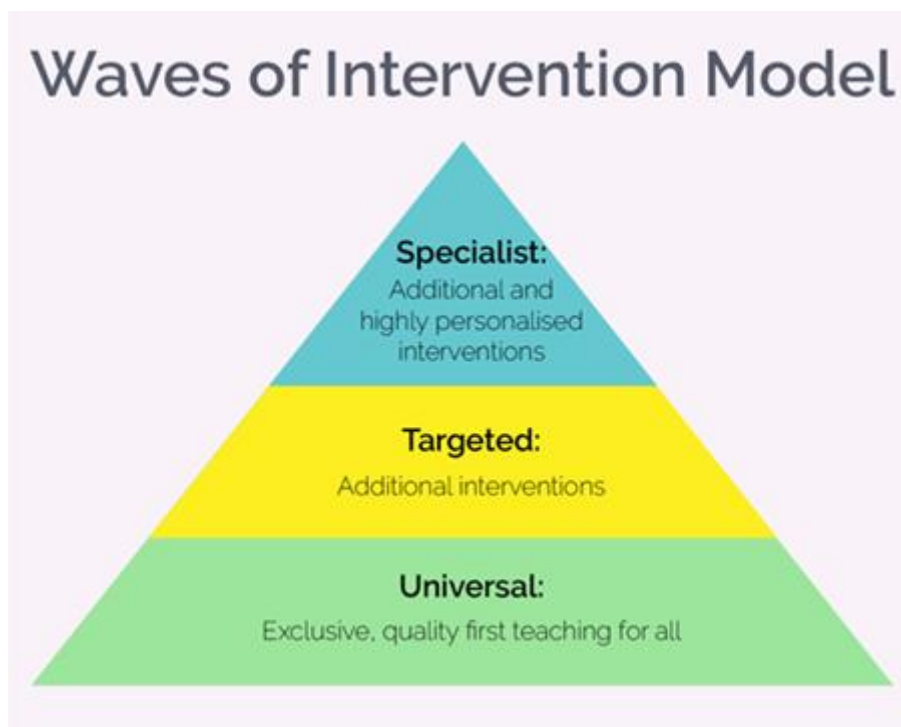
subject area to inform progress tracking. Subjects are using categories of emerging, developing, secure and embedded to measure pupil progress relating to set assessment objectives. Each category is divided into three sub-categories to differentiate progress within each stage (for example, emerging 1, emerging 2, emerging 3) representing more secure progression from the range of 1-3.

Measuring Impact			
Type	When	Why	Location
CAT4	On entry to the school	To establish student potential and establish the most likely grade for KS4 to allow for flight paths to be determined.	School pod- student profile.
PTE/PTM/PTS	On entry to school in KS3, yearly there after.	Establish missing subject knowledge for teacher intervention.	School pod- student profile.
Thrive Profile.	Termly, 3 times a year.	To measure emotional progress of students, to identify areas for development across subjects.	School pod- Thrive.
Progress Tracking	Termly	To measure students' progress against their flight paths.	Centre-held spreadsheet and reports.
Individual Subject Action Plans	Termly	Target setting and action planning for pupils who are not making expected progress in specific subjects.	School Curriculum Drive.
PLP	Termly	To measure students' progress against EHCP targets.	School pod
Annual Review	Annually	To measure progress against EHCP targets and all round progress of students.	Student file, school pod, record of meeting.
Daily Recording of Behaviours and Engagement.	Daily/ weekly (as appropriate to each student)	To measure students' needs over time and their access to the curriculum. This will also account for levels of social and emotional progress.	School pod
Incident Reporting	As appropriate to each student	To record student need and further intervention needed for the student.	School pod
Out of Programme	Daily	To record student engagement in lessons.	School pod
Parent Progress Evenings	Annually	Progress event held for each year group; opportunity for parental engagement with subject teaching staff.	

Provision:

At OTES, the curriculum is supported by targeted provision to further assist special educational needs. The provisions follow a wave process, allowing for the plan, do, review process to be fully implemented.

Provisions at On Track Silverstone



This list of provision and intervention is an overview of what is available at On Track Education Silverstone. This is continually changing, depending on the needs of the pupils and staff. Interventions may run for one term and may not be appropriate to continue into a second term.

** Wave 1 Provision: Universal strategies and interventions that are included in all placements offered at On Track Education Silverstone.

These provisions are reviewed annually, and this document will be updated in accordance.

Wave	Intervention	Impact	Measure	Evidence Record
Cognition and Learning				
1	Staff group ratio 2:4	Opportunity to develop cognitively.	Tracking and end of term reports.	Universal provision.
2	Digital assisted technology	Students have alternative ways of recording their knowledge.	Evidence collected with book reviews	Universal Provision.

3	Access Arrangements	Arrangements with examinations to ensure that knowledge is being captured.	SENDSCO and Exams Officer supply all written documentation from Access arrangements online	Universal Provision
4	Dyslexia friendly teaching approaches	Coloured paper Font considerations Access to Ace dictionary Additional reading time Alternative ways of recording Use of reading technology Students will be able to show progression in their learning	Book reviews Target grades achieved	Universal Provision
5	RWInc Phonics programme	Increased levels of phonics knowledge allowing access to the curriculum	RWInc assessments	Universal Provision
6	Adaptive teaching strategies and a scaffolded curriculum	Allowing access to the curriculum for all	Assessment data and book reviews	Universal Provision
1	Forest School/ Outdoor learning	An inclusive way of developing learners' academic skill. Encourages problem-solving and cooperation skills, as well as building their confidence and self-esteem. Allows alternative ways of learning to meet individual or group needs. Supports sensory and wellbeing needs.	Impact and session records with learning objectives completed by Forest School/ Outdoor learning lead.	Available on student profile on School Pod.
2	Further Phonics intervention	Continued Phonics teaching to support reading and access to the curriculum	Phonics assessments	Available on student profile on School Pod.
3	Tutoring	Further intervention for individual pupils to focus	Assessment data	Available on student profile

		on specific areas of need		on School Pod.
1	1:1 TA support	Opportunity to tailor specific interventions and strategies to meet learner needs.	Tracking and end of term reports.	Available on School Pod.
2	Outreach	Gives the possibility to create a programme around the learner creating a situation to offer what they need to either re-engage and/or progress.	Tracking and end of term reports.	Available on School Pod.
3	Work related learning	“Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.” (Department for Children, Schools and Families 2009).	Feedback from employers. Improved attendance. Learner self-assessment. Careers/work experience document completed on school pod.	Available on student profile on School Pod.
Social, emotional, mental health				
1	Success Forms	Can encourage sustained behaviour change. Use of rewards to promote positive behaviour and regular attendance, using rewards to motivate and encourage pupils.	School pod record of points rewarded. Increased number of points and rewards.	Universal provision.

2	Trained Mental Health First Aider	Support for those who may be experiencing mental health concerns or distress. Sign posting to appropriate professional help. Raises awareness and mental health literacy. Reduces stigma around mental health. Boost's knowledge and confidence in dealing with mental health issues. Promotes early intervention which enables recovery.	Movement/improvement on behaviour profiles and Thrive assessments. Reduction in concerns. Implementation of support and interventions. Decrease in absences due to mental health. Improved behaviour.	Universal provision.
3	Thrive Whole School Approach	A whole-school approach to support social and emotional wellbeing in any setting, helping to ensure every student can benefit. Can help support learner's ability to engage educationally.	Thrive Online - a web-based assessment and action planning tool. Staff records on short term plans.	Universal provision.
4	Wellbeing team support and offer	Students access support when needed from a dedicated team of professionals	Increased positive behaviour data	Universal Provision
5	Universal PSHE curriculum including Character and Culture	Students will be exposed to a wide range of issues, discussions, skills and life skills needed for them to make a positive contribution to the wider community	Curriculum mapping Book Reviews Student Council forum Anti Bullying forum	Universal Provision
1	Time Out Card Strategy	A coping strategy for anxiety or emotional stress in classroom environment. Structured breaks used to help develop a greater tolerance to learning.	A reduction in the use of time out card strategy and increase in score on behaviour profile.	Teaching staff recording time out strategy card use. Logging lesson, time of use, return time etc.

2	Group Thrive sessions	Thrive group work can be a separate session or integrated into other classes. Due to the needs of our learners generally a more targeted one to one session will be opted for. Can help support learners ability to engage educationally.	Thrive Online - a web-based assessment and action planning tool.	Comparisons and progress of group Thrive profiles on School Pod.
3	Equine Therapy - Ride High	Equine Therapy offers wellbeing through the work and care of Horses. It offers students who have an interest in this area the platform to learn about care and consideration of something/one else.	Reports for the therapy placement "With horses as our coaches, we deliver therapeutic and academic courses, in a non-judgemental, stimulating, outdoor environments that empower people of all ages to achieve their potential and begin positive new chapters in their life stories."	Strength and difficulties questionnaire and thrive profiles
4	Drawing and Talking Group Sessions	In a group environment, children and young people can become more aware of their emotions and feelings and develop an understanding of how to process them. Group sessions also serve as an outlet in which they can share feelings with peers and in turn, understand that others can feel the same. The sessions can be ongoing with a consistent group or one-off sessions. Can help support learner's ability to engage educationally.	Strengths and difficulties questionnaire.	Comparison and progression of profile on strength and difficulties questionnaire.

5	Protective behaviours OTAC meetings Wellbeing days Counselling	We offer, when appropriate, a variety of interventions to support the SEMH of all students. This is highlighted by the students behaviour and data collected.	School Pod data	Thrive profiles SDQ's
1	Individual Thrive sessions	One to one art-play-sensory based activities to support the development of social and emotional skills and address interruptions in development while supporting positive mental health and wellbeing. The sessions can also be tailored to support grief. Sessions currently run once a week for 40 minutes at the same time if possible, each week. Can help support learner's ability to engage educationally.	Thrive Online - a web-based assessment and action planning tool. Session sheet record on School pod.	Progression in Thrive profile for each learner, available on School Pod.
2	Drawing and Talking	Drawing and Talking technique is a safe, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It is a 12-week intervention with 30-minute session once a week. (Drawing and Talking will usually desist when CAMHS or therapy take place.)	Strengths and difficulties questionnaire.	Central folder for strengths and difficulties questionnaire.

3	Drawing and Talking Sand play	Drawing and Talking Sand play is a technique for use with children and young people who refuse to draw, or who find it difficult to access the unconscious through drawing. It is a 12-week intervention with 30-minute session once a week. (Drawing and Talking will usually desist when CAMHS or therapy take place.)	Strengths and difficulties questionnaire.	Central folder for strengths and difficulties questionnaire.
Physical Sensory				
1	Sensory tents	Learners affected by sensory sensitivity often find dark and enclosed spaces calming. Sensory tents can support learner regulation and create a safe space when escalated.	Sensory session sheet record on School pod. Improved attendance to lessons recorded on lesson attendance sheets. Reduction in behaviour, incident, and concern forms. De-escalation of heightened situations.	Universal provision.
2	Sensory circuits	Sensory circuits are physical activities that help to alert, organise, and then relax children's senses so that they are ready to take part in group activities and one-to-one work (http://www.tracks-autism.org.uk/working-with-children/sensory-circuits).	Sensory session sheet record on School pod. Improved attendance to lessons recorded on lesson attendance sheets. Reduction in behaviour, incident, and concern forms. De-escalation of heightened situations.	Universal provision.

3	Sensory indoor garden	A sensory garden can improve both physical fitness and health as well as mood and cognition. Interactions with the garden can help develop gross motor skills. Being able to spend time outdoors allows learners to breath fresh air and be exposed to sunlight both of which can support physical and mental health.	Sensory session sheet record on School pod. Improved attendance to lessons recorded on lesson attendance sheets. Reduction in behaviour, incident, and concern forms. De-escalation of heightened situations.	Universal provision.
1	Sensory space / rooms	Supports learners to regulate their brains negative reactions to external stimuli by developing coping skills. Improving a child's wellbeing and willingness to learn. Enhancing a learners' sensory motor skills. Focusing on a learning experience in an immersive environment. Developing a learners social and emotional skills. Fostering social connections.	Use of room and its impact tracked on school pod. Lessoning the need for restraint and exclusion.	Sensory room entry and exit recording sheet, central to the room, recorded weekly on school pod.
1	Professional referrals	When appropriate we will seek the support of other professionals in the following fields Occupational Therapy Speech and Language team CAMHS Play therapists Art Therapists External counselling services Educational Psychologist	The external reports provided by such professionals will inform our offer to individuals.	Increased attendance Thrive profiles SDQ's Reduced negative behaviours on School Pod

Language and Communication				
1	Use of visuals	To help to create structure and routine while taking away uncertainty. To help to make daily life more predictable. Allow extra processing time. Support anxiety.	Staff feedback and reporting.	Universal provision.
2	Intervention Cards	Widget produced cards for learners that aid the communication of need for structured breaks, additional support, or sensory input.	Use recorded by classroom teacher, digital record to be kept on SchoolPod.	Universal provision.

3	PACE-Playful, Accepting, Curious and Empathetic – approach to communication and interactions	Developed by Dr Dan Hughes PACE is a way of thinking, feeling, communicating, and behaving that aims to make learners feel safe, Playfulness allows an atmosphere of lightness and interest when you communicate. Acceptance is at the core of the learners' sense of safety. Curiosity involves a quiet accepting tone that conveys a simple desire to understand a learner and empathy lets the child in care feel your compassion.	Development on Thrive profiles and behaviour profiles. Reduction in behaviour and incident reports. Increased number of successes. Academic development recorded on tracking and feedback on reports. Engagement monitored on attendance registers.	Universal provision.
4	Vital Relational Functions. (VRF's)	A way to communicate and interact with learners to attune, validate, contain, soothe, and regulate. Supports learners in creating meaningful and trusting relationships that allow them to feel safe, secure, and supported increasing their ability to engage academically and improve social and emotional regulation.	Development on Thrive profiles and behaviour profiles. Reduction in behaviour and incident reports. Increased number of successes. Academic development recorded on tracking and feedback on reports. Engagement monitored on attendance registers.	Universal provision.
2	Phased Transition	Reduced timetables Internal and external visits by staff Previous setting visits Phased transitions allow pupils to feel safe and give them time to process the changes in their lives. They also support the building of positive relationships with staff and peers.	Weekly planned timetables Increased attendance	School pod

3	Safe Spaces	We use several different safe space areas within the school grounds. Providing this space allows pupils the opportunity to attempt to re-regulate themselves in a safe and understanding environment.	Data is collected by staff at Briefing and recorded on School POD	School Pod data evaluation
4	Mentoring	Students may have a mentor as a person who they can discuss ideas, worries, issues with.	All sessions recorded on school pod for information	School Pod
1	Commissioned SaLT report	Speech, language, and communication relates to how an individual communicates, as well as understands others. Speech language and communication assessments explore both expressive and receptive language. This allows us to implement different approaches to support learners' development in this area and put in place appropriate measures in the learning environment.	Future SaLT reports. Learner development.	Report available in student file and on student profile on School Pod.
2	Lego therapy	Lego therapy can result in "an increase in interaction, which in turn promotes the acquisition of key skills such as sharing, collaboration, conflict resolution, verbal and non-verbal communication (Owens et al., 2008)	Session reports by practitioners implementing the intervention.	Available on student profile on School Pod.