Navigate Recovery Curriculum

Our Navigate curriculum is aimed at providing what our students need. This goes beyond the routine school curriculum, past academic and pastoral to identifying the real gaps for our students.

The common thread that runs through the lived experiences of our children, is loss. Children who lose a school place in whatever fashion lose much more than just a building, or academic or pastoral opportunities.

Barry Carpenter (2020) sets out these losses in his recovery curriculum Think piece.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Losses | | | | |
| Routine | Structure | Friendships | Opportunity | Freedom |

He was writing about the effect of the Covid pandemic, but for our children the loss of a school community through exclusion or a failure of inclusion is just the same.

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. On top of this, our children often come from families with complex needs, often with adult anxiety, which they unwittingly are absorbing. There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be.

The loss of routine and structure, will be traumatic for some. Children can find it alarming that the infrastructure of their week has been abandoned. The suddenness of it all may induce panic attacks, a loss of self-control.

Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated.

All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.

Teaching is a relationship-based profession. Navigate is a systematic, relationships-based approach to reigniting the flame of learning in each child. We are concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

Barry Carpenter sets out five levers which are key in building a recovery curriculum, these link closely with our NSTAR values -

Relationships - building and investing in relationships (*Together)*

Community - understanding and engaging in our community (*Navigating, Together*)

Transparent curriculum (*Ambition, Relevance)*

Metacognition (*Ambition, Relevance*)

Space - to be, to rediscover self and to find our voice in learning (*Success, Navigating*)

Many children will return to school environment after exclusion feeling disengaged and disenfranchised from education. School may seem irrelevant after being isolated from that environment or having spent each day in school feeling unsuccessful. Many children will as a result be highly anxious in a school environment.

“Anxiety is a key block to learning. It can prevent the imprint on the brain.” McCulloch, A. (2008)

**Intent**

The Navigate curriculum then is a trauma informed approach, using nurture principles and which promotes the wellbeing of our children. Within this teachers first provide a high level of scaffolding and support to build success before increasing challenge to build back resilience. Throughout children’s time with us, the high level of support is not removed, but they may rely less on this as their independence grows.

Through the navigate curriculum we intend to support excluded learners by -

* Fostering a sense of belonging, both within the present school environment and in the next identified one.
* Building links back with the community of individual students to promote positive links and in the present school community as an effective positive model.
* Providing predictability in approach and routine to reduce levels of anxiety and increase a sense of safety in school.
* Providing organisation to limit surprising changes which will promote building resilience.
* Providing regulation through staff modelling. Children learn by understanding regulation and through seeing it in practice and having safe opportunities to develop strategies to regulate.
* Differentiating for each student. We understand that each child will bring different experiences and needs. Our approach uses high quality assessment and co-production with students and families to provide the right support at the right time.
* Building strong safe relationships. Our children need strong safe attachments as a firm foundation on which to build their own new attachments in this school and in the next identified one.

**Implementation**

In order to provide this the Navigate curriculum uses a holistic approach.

**Assessment**

When students arrive with us we will implement a comrehensive assessment process to identify needs including:

* Student profile (general) – interests, strengths and areas for development, preferably compiled in partnership with student and parents/carers. This will include a 5 point scale and supporting behaviour plan.
* Academic assessment data.
* Information about any identified SEN – reports e.g. EP/ SALT/ CAMHS. The school will produce and review a termly IEP with agreed targets.
* Application for possible EHCP where applicable with a referral to Special Schools where appropriate/necessary.
* Examples of student’s work in core subjects and information to support continuity and progression in the curriculum upon return to mainstream.
* Information about approaches to learning / learning style / response to teaching style etc.
* Any assessment scores/reports e.g. Boxall Profile.
* Attendance certificate.
* Behaviour monitoring.
* Achievement record.

**Adaptation**

Our pedagogy will not rely on ‘extra’ resources but focus on strategies which increase challenge and ensuring learning is personalised and dynamic. This will include metacognitive strategies.

Knowing our students is the bedrock for successful and meaningful adaptation - knowing them as learners is therefore crucial. This includes rigorous and robust diagnosis and review of previous work, information from their previous setting and continued liaison with the mainstream school where relevant. Good baseline data is very powerful and access to prior attainment measures and SEN information is important - however, the

data is irrelevant if it doesn’t change teacher-student interactions which is why in our lessons, the language of personalised learning will permeate all conversations.

All students will have a Personal Provision Map which details the provision identified in their EHCP, support plans / EP assessments or any similar documents as well as strategies / interventions tried with them and their impact. It also includes a personalised risk assessment and behaviour plan for the de-escalation and safe management of behaviour.

The learning objectives will be inherently differentiated as core, stretch, challenge. It will be very clear that there are various learning goals that different students should be aiming for. In our lessons, the teacher will anticipate that certain students will need to push forward or need support, right from the start. At other times, it is sensible and desirable to see how people get on with a core activity before they diverge.

Personalised learning will be embedded and habitual with strategies woven into the fabric of the lesson with one overarching strategy that is common: Inclusive Questioning. Through using a “taxonomised approach”, our teachers will be skilled in bringing all students in a class into a question and answer exchange, adjusting the level of questioning to the student in a subtle way. The spirit of differentiation in our school will make these things completely automatic, embedded, everyday features of lessons. Everyone engaged; everyone challenged.

Our teachers will teach self-help learning strategies to foster a classroom culture that encourages self-improvement and aspiration, enabling them to push on to the next level with our teachers fuelling a ‘can do’ attitude. Self-learning will improve confidence, resilience and self-esteem through achievement.

As aspirational learners, our students will be enabled to develop ownership and responsibility for directing their own learning in terms of the level of challenge. They will become independent learners and develop the skills to learn to be able to maximise learning pathways in the future. Our teachers will create the opportunities for students to find their level and be comfortable enough in a safe learning environment to take the risks that are necessary for learning.

**Relevant Curriculum**

All students will:

* Have access to a broad and balanced curriculum that is varied, stretching and relevant and which will prepare them for life.
* Have personalised pathways based on need, ability and interest. These pathways will be flexible in order to avoid “pigeonholing” students.
* Have teaching that is personalised from experienced, committed and enthusiastic teachers who know them, want the best for them and know how to achieve this.
* Leave with a qualification in English and Maths at the end of KS4
* Develop effective communication skills
* Have personalised learning pathways that encourage flexibility and mobility between the curriculum components, and continuity with their prior and future learning.
* Leave feeling secure and equipped with resilience and emotional intelligence to thrive in a fast-changing world and with a sense of having achieved beyond their expectation.
* Have skills to protect and develop their mental health

The curriculum will:

* Allow students to participate, progress and achieve.
* Be inclusive and free from discrimination
* Encourage students to make informed and responsible choices about their behaviour and the impact that this has on others.
* Develop students’ skills to enable them to become self-motivated, independent, positive and resilient learners.
* Provide a supportive and protective pastoral system;
* Provide structured through-school Schemes of Work and Medium-Term Plans as well as extracurricular and out-of-school activities.
* Be “future thinking” to ensure that students develop into global citizens who have lively and enquiring minds. All students who attend our school will have the ability to think critically and philosophically.
* Protect and enhance students metal health and well-being.

We believe that such a curriculum will meet the needs of our student intake. Students with SEMH do not form a homogenous group, hence the need for flexibility and a variety of pathways. We believe that it should be based principally on the National Curriculum in order to facilitate students moving back into mainstream and equipping them with skills for life.

Safeguards will be built in to prevent over-whelming students and to help protect and develop their mental health. The impact of lockdown and other research into mental health has identified how important this is. The potential for further disrupted learning experiences due to the pandemic will be fully embedded into the curriculum e.g. with a robust and flexible approach to remote learning.

The Navigate Curriculum Model has 4 strands.

**Strand 1: Aspirational Curriculum**

One of the key priorities for the school’s curriculum is for ALL students to make rapid and sustained progress in the basics and fill the gaps in their learning. Our targets are deliberately ambitious for all students to ensure they are given the opportunity to “narrow the gap” in English and Maths.

**Strand 2: Occupational Curriculum.**

North Star will offer an ambitious vocational curriculum throughout KS3 and KS4 that will provide the conditions to promote a curiosity and love of learning, but more importantly provide a relevant curriculum that will prepare them for the world of work or further education. This is designed to offer a breadth of study between traditional and vocational subjects, but with a deliberate focus on progress and achievement. Students will explore and discover the curriculum to identify areas of interest.

Students that are practical/enactive learners will follow a KS4 vocational curriculum model that prepares students for next phase of Education Employment Training. The curriculum will have a skills based focus.

**Strand 3: Preparing for Adulthood - Careers education, information, advice and guidance (CEIAG)**

All students will experience a scaffolded careers programme enabling them to be fully equipped with the skills needed by further education and employers, preparing them for adulthood. Throughout the programme students will have records of their experiences kept on Compass+. The programme will have underlying themes relating to the following employability skills:

Self-motivation – taking responsibility for developing work readiness

Self-assurance – having the tools and skills to present themselves to employers

Aspiration – having high personal goals

Informed – understanding the opportunities available and making realistic choices

Experience – having experience of work that is rewarding and fulfilling

Achieving – qualifications valued by employers

Accountability – understanding how to take responsibility

Resilience – understanding employers need for people who can listen and learn

Entrepreneurial – working creatively to achieve personal and business potential

Co-operation – developing effective communication and co working skills

## **Gatsby Benchmarks**

In 2018, the government released a new careers strategy and statutory guidance for schools and colleges. It put an increased focus on using the Gatsby Benchmarks as a framework for best practice around which we can build our own careers provision.

## **The eight Gatsby Benchmarks of Good Career Guidance:**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

**The Preparing for Adulthood curriculum** has one primary aim**:** to equip our students with the skills they need to be happy, productive and proactive members of society.

We want them to become economically stable and become active within the marketplace and this a compulsory element to the curriculum that will infiltrate every part of the curriculum. This process will start as soon as they start with us and will build on previous learning from earlier schools

“High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy).” Careers Guidance and Access for Education and Training Providers – DfE July 2021.

It is a multi-layered approach that permeates through every year group, developing students’ key skills necessary for successful participation in the community and full economic activity as adults. Schemes of work and tutor times will focus on key themes and enterprise will be built into the curriculum at every stage, including things like “The £10 Challenge.” This will ensure that we target and develop both hard and soft skills such as teamwork and leadership and entrepreneurial skills, preparing them for the next phase whether that’s in education, employment or training.

## **Strand 4: Intervention Curriculum –**

**Literacy and Numeracy Acceleration and working with other agencies and providers.**

Access to and achievement in English and Maths are basic entitlement for all students. We know that poor literacy and numeracy are massively limiting in terms of life opportunities and those who have low levels of literacy are overrepresented in lower socioeconomic groups and in the criminal justice system. This will be a major focus for the school and as such will not be an “intervention”. However, we acknowledge some students will have gaps in their learning and will need a specific programme to address their needs. This is likely to include students with English as an additional language.

**Space for Intervention**

On entry there will be a range of baseline assessments plus diagnostic screening for:

1. **Speech Language and Communication Needs. (SLCN)**

Students and young people with SEMH needs often have a range of difficulties with speech and language, some of which may resolve as the student develops. For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

Therefore it is essential that the curriculum is adapted to becoming communication friendly, through a text rich, language friendly school that supports speaking and listening skills, emotional well-being, physical development and general engagement.

We will deploy significant Continuing Professional Development (CPD) resources into become a “communication friendly” school through Elklan (Elklan writes and delivers accredited courses for education and other staff working with those with speech, language and communication needs and for parents.) All our staff will be Level 1 trained with all middle leaders moving onto Level 2 in order to enable further cascading of information, training and development, both internally and externally, to other key stakeholders and partner schools.

In a similar way embedding mathematical skills throughout all subjects will be a consideration of the subject leaders eg making links in art to maths where patterns can be observed and looking during forest school sessions for patterns in nature eg reflective symmetry in leaves. This holistic approach to the curriculum will support pupils with complex needs to understand the value of education through each subject and in their lives outside of and after formal schooling has ended.

1. **Specific Learning Difficulty (SPLD)**

Given the complex nature of Students with SEMH they often present other learning difficulties that are very specific, that don’t allow them to access a broad and balanced curriculum.

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation …

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.” (2015 SEN Code of Practice (Updated 2020).

This diagnostic screening for specific learning difficulties will enable personalised and differentiated learning pathways and allow the development of a “narrowing the gap strategy” based on the following 4 quality first teaching areas:

1. **Know the Gap**- Promote the use of data- Diagnostic Screening for specific learning and language difficulties. Identify underperforming groups.

b) **Narrow the Gap**- Target underperformance. Develop personalised intervention plans and, Individual Education plans to accelerate progress.

c) **Mind the Gaps**- Develop stretch targets for the aspirational. Be relentless for the inspirational to ensure age related performance based on national progression guidance.

d) **Celebrate Success-** Promote successful case studies, profile what works, share good practice and access across the school.

A strategic approach to narrowing the gap will ensure upward mobility between the different aspects.

There will be supported interventions from qualified and suitably trained staff to address identified gaps in learning.

**The Social Curriculum**

Our focus, alongside academic progress, is the social development of the students in order to prepare them for the increasing social and emotional challenges as they progress.

Our staff will be trained in using the Boxall Profile, (a fundamental tool in the nurturing process.) This tool will allow us to gain a precise and accurate understanding of our student’s emotional and behavioural difficulties, and then allow us to plan effective interventions and support activities. The Boxall Profile gives very clear indicators of what areas need to be developed within the student and within the student’s development. This will sit alongside Educational Psychologist assessment, Speech and Language Therapy and other specialist recommendations.

**Transition**

To ensure a positive and successful re-integration/transition, our school will:

* Take active steps to develop children’s social, emotional and behavioural skills,
* Maintain positive relationships between sending and receiving schools,
* Carefully plan joint arrangements between sending and receiving schools,
* Base our practice on an understanding of the process of change, and human responses to it,
* Use effective administration procedures,
* Have curriculum support to develop the social, emotional and behavioural skills, knowledge and understanding that will enable students to manage the challenges and opportunities of closure and moving on with a positive attitude and emotional resilience,
* Work closely with families, drawing on the existing knowledge and expertise from providing school and other agencies and building on the positive relationships and practice from mainstream schools,
* Have an ethos in both pre- and post-transfer schools that enables students to effectively manage the social and emotional aspects of learning,
* Work jointly planning practical and concrete activities that reduce children’s anxiety and support them in meeting the new organisational and learning demands of transfer.

Mainstream reintegration is an expectation. Therefore, we will formulate a reintegration package bespoke to each student. If a student is not returning to their original mainstream school (due to exclusion) our aim is to identify the best provision for our young people via the Inclusion Panel. We will work to successfully reintegrate students back into mainstream with an improved attitude to education; with greater positive parental involvement and raised attainment and engagement.

This package is based on the work done by Rebecca Doyle in her “Readiness Scale” (Appendix 1) but has evolved to include additional information from the Boxall profile and regarding Adverse Childhood Experiences (ACES).

This comprehensive assessment is a screening tool measuring suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of student development skills in each area (see Transition Profile.)

It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development. The profile considers five main areas:

1. Self-control and management of behaviour
2. Social skills
3. Self-awareness and confidence
4. Skills for learning
5. Approach to learning

Qualitative data and professional judgement will be applied alongside the readiness scale. We will collect and collate all information and findings to present and discuss at the reintegration interview, including:

* Student profile (general) – interests, strengths and areas for development, preferably compiled in partnership with student and parents/carers
* Information about learning levels
* Information about any identified SEN – reports e.g. EP/ SALT/ CAMHS
* Application for possible EHCP where applicable with a referral to Special Schools where appropriate
* Examples of students’ work in core subjects and information to support continuity and progression in the curriculum
* Information about approach to learning / learning style / response to teaching style etc.
* Any assessment scores/reports e.g. Boxall Profile
* Attendance certificate

**To ensure a positive and successful re-integration/transition, our school will:**

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* Carefully plan joint arrangements between sending and receiving schools
* Base our practice on an understanding of the process of change, and human responses to it
* Use effective administration procedures
* Have curriculum support to develop the social, emotional and behavioural skills, knowledge and understanding that will enable students to manage the challenges and opportunities of closure and moving on with a positive attitude and emotional resilience
* Work closely with families, drawing on the existing knowledge and expertise from providing school and other agencies and building on the positive relationships and practice from mainstream schools.
* Have an ethos in both pre- and post-transfer schools that enables students to effectively manage the social and emotional aspects of learning
* Work jointly planning practical and concrete activities that reduce children’s anxiety and support them in meeting the new organisational and learning demands of transfer

At the point of “Readiness to Return”, there would be 3 possible outcomes:

1. Return to Mainstream (either commissioning school or negotiated placement with another mainstream school, allocated through the Bristol Inclusion Panel)
2. Extend the period of assessment
3. Remain with NSA longer term

**Working with Parents**

The role of all parents and carers is essential in NSA. Many Parents / Carers of SEMH students have traditionally been reluctant to engage with school.

We will encourage engagement by:

* Making regular (weekly) positive contact between school and home. The Tutor team will be key to this. (See below) It is important that they realise we have the best interests of their child at heart and want to work with them to achieve this. They are crucial in the success of their child and we need to support them where necessary and appropriate.
* Holding regular events to encourage Parents / Carers to come into school. The aim will be to break down the barriers and concerns that have existed in the past. We need to work together to raise the achievement of the children. This may involve collecting them.
* Responding effectively to their concerns and any contact with school. Returning calls promptly. Listening to their concerns, supporting them and taking action where and when necessary.
* Supporting parents and carers with literacy and numeracy and other learning needs. Part of our vision is for education to be lifelong. This includes working with families and the wider community. Some of our parents / cares may not have had the best experiences of education but we need to work with them to show them that education doesn’t need to stop when they leave school.

As the school develops, we will look towards assigning a specific responsibility to a member of staff as Home School Liaison Lead worker. They will work with the SENDCO and our tutor teams to enhance inclusion. They will work with other schools to share and develop best practice, contributing to the available research in this area. Developing positive and productive relationships with parents and carers is necessary to remove obstacles to learning.

They will:

* Investigate the reasons behind a child’s underachievement
* Keep detailed records of attendance and punctuality
* Consult with parents as to the reasons for underachievement
* Support parents in addressing issues affecting progress and achievement
* Assist with confidence-building exercises
* Be involved in safeguarding and child protection
* Act as a role model
* Run after school activities
* Work with students and parents/ carers together and individually
* Run parent drop-in sessions
* Visit home regularly
* Support mentees in class as part of a structured programme of mentoring, this may develop into specific mentoring programmes based on individual need linked to both EHCP specified provision and potentially also as part of PP funding.

**Impact**

As a result of implementing our Navigate curriculum our children will -

* make rapid and sustained progress in the basics and fill the gaps in their learning.
* be prepared for the world of work or further education rot heir next step in education.
* Be equipped with the skills they need to be happy, productive and proactive members of society.
* Make successful transition onto their next step in education and successfully manage to maintain this.
* have filled the gaps in any literacy and numeracy learning.
* Have a secure structure of support from wider agencies.

Appendix 1

**Nurture Reintegration Readiness Scale**

**Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms** *(Rebecca Doyle, Norfolk CC - BJSE vol 28, No3 (September 2001)*

This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.

This is a specific, quantitative assessment tool, which can support:

* analysing behaviour
* measuring readiness to reintegrate; and
* highlighting specific areas that need further development.

The profile considers five main areas:

* Self-control and management of behaviour
* Social skills
* Self-awareness and confidence
* Skills for learning
* Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

* 1= rarely fulfils this criterion
* 2= sometimes fulfils this criterion
* 3= frequently fulfils this criterion
* 4= almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom.

The profile will indicate areas of relative strength as well as areas for further development.

Therefore, the profile can inform IEP targets, track progress and inform planning for reintegration.

**This profile is based on materials developed by Rebecca Doyle (2001) and Jane**

**McSherry (1999).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | On Arrival | Review 1 | Review 2 | Review 3 |
| Can accept discipline without argument or sulking |  |  |  |  |
| Can arrive in classroom and settle down quietly and appropriately |  |  |  |  |
| Does not leave the room without permission |  |  |  |  |
| Can accept changes to plans or disappointments with an even temper |  |  |  |  |
| Shows some self-discipline when others try to encourage deviation |  |  |  |  |
| Is aware of normal sound levels and can be reminded of them and respond appropriately |  |  |  |  |
| Does not seek confrontation during unrestricted times e.g. break |  |  |  |  |
| Behaves in socially acceptable manner in public e.g. outings |  |  |  |  |
| Can maintain appropriate levels of behaviour when the classroom routine is disrupted |  |  |  |  |
| Will abide by accepted rules of an organised game |  |  |  |  |
| Goes to and stays in designated areas when requested e.g. playground, hall, etc |  |  |  |  |
| Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn |  |  |  |  |
| Behaves appropriately in all areas of the school building |  |  |  |  |
| **Score** | **/52** | | | |

**1. Self-Control and Management of Behaviour**

**2. Social Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | On Arrival | | Review 1 | | Review 2 | Review 3 |
| Can cope with large numbers of people |  | |  | |  |  |
| Can accept that teacher time needs to be shared |  | |  | |  |  |
| Can ask a question and wait for the answer |  | |  | |  |  |
| Has appropriate communication skills e.g. asking questions and listening |  | |  | |  |  |
| Can work alongside others in a group situation without disruption |  | |  | |  |  |
| Interacts and plays in positive ways with peers |  | |  | |  |  |
| Apologises without reminder |  | |  | |  |  |
| Asks permission to use objects belonging to another person |  | |  | |  |  |
| Shows empathy for and comforts playmates in distress |  | |  | |  |  |
| Chooses own friends and maintains reciprocal friendships |  | |  | |  |  |
| Makes and accepts normal physical contact with others |  | |  | |  |  |
| Accommodates other children who ask to join in an activity |  | |  | |  |  |
| Is self-reliant in managing own hygiene and basic needs |  |  | |  | |  |
| Shows genuine interest in the news and activities of another child |  |  | |  | |  |
| Contributes actively to play with two or more children |  |  | |  | |  |
| Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc |  |  | |  | |  |
| Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue |  |  | |  | |  |
| Addresses adults and children appropriately by name and with eye contact |  |  | |  | |  |
| Shares legitimately required equipment with another pupil |  |  | |  | |  |
| Can take turns in question and answer sessions |  |  | |  | |  |
| **Score** | **/80** | | | | | |

**3. Self-awareness and confidence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | On Arrival | Review 1 | Review 2 | Review 3 |
| Willing to ask for help |  |  |  |  |
| Can accept responsibility for actions without denial |  |  |  |  |
| Can acknowledge own problems and is willing to discuss them |  |  |  |  |
| Can risk failure |  |  |  |  |
| States feelings about self, e.g. happy angry, sad, etc |  |  |  |  |
| Maintains appropriate eye contact |  |  |  |  |
| Contributes to class discussions |  |  |  |  |
| Participates in group work, making constructive suggestions and adapting ideas |  |  |  |  |
| Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc |  |  |  |  |
| Participates in large class activities e.g. dance, role plays, performances, etc |  |  |  |  |
| Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc |  |  |  |  |
| Shows pride in achievements and presentation of work |  |  |  |  |
| Has self-esteem for self |  |  |  |  |
| **score** | **/52** | | | |

**4. Skills for learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | On Arrival | Review 1 | Review 2 | Review 3 |
| Can work alone without constant attention for brief periods |  |  |  |  |
| Can attempt to listen to explanations and instructions and attempt to act on them |  |  |  |  |
| Understands the structure of the day |  |  |  |  |
| Understands the role of the teacher and other adults in the room |  |  |  |  |
| Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc |  |  |  |  |
| Understands that there are different places for lessons other that the classroom e.g. library, hall, etc and behaves appropriately |  |  |  |  |
| Can constructively use unstructured time in the classroom |  |  |  |  |
| Can organise him/herself if help is not immediately available |  |  |  |  |
| Responds appropriately to personal request from teacher |  |  |  |  |
| Will work alongside another pupil without attempting any distractions |  |  |  |  |
| Can organise the materials needed for a task and clear them away appropriately |  |  |  |  |
| Shows appropriate levels of curiosity when changes to the room routines are observed |  |  |  |  |
| Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support |  |  |  |  |
| Shows a willingness to improve own literacy and numeracy |  |  |  |  |
| Can read sufficiently well to understand basic instructions needed for completion of tasks |  |  |  |  |
| Has developed some self-help strategies (at own level) e.g. using reference materials as word banks |  |  |  |  |
| Does not get up and wander around the classroom without a purpose |  |  |  |  |
| Needs a mainstream curriculum |  |  |  |  |
| Does not get impatient if help is not immediately forthcoming |  |  |  |  |
| Is willing to try complete a task independently |  |  |  |  |
| Pays attentions to class discussion and instructions |  |  |  |  |
| **Score** | **/84** | | | |

**5. Approach to learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | On Arrival | Review 1 | Review 2 | Review 3 |
| Is prepared to work in lessons |  |  |  |  |
| Uses appropriate language and gestures |  |  |  |  |
| Wants to be reintegrated |  |  |  |  |
| Has parental support |  |  |  |  |
| Is courteous, and shows positive attitude towards staff |  |  |  |  |
| Can show an interest in lessons |  |  |  |  |
| Treats school property with care |  |  |  |  |
| Listens with interest to class explanations |  |  |  |  |
| Can accept disappointments e.g. when not chosen to participate in an activity |  |  |  |  |
| Will sit appropriately without causing a disturbance in both class and general school areas on request |  |  |  |  |
| Shows a sense of humour |  |  |  |  |
| **Score** | **/44** | | | |

**Record of progress**

**Pupil name:**

**Date of Birth:**

Medical conditions, which may impact on assessment scores:

Does their attachment profile (from their Boxall profile – linking attachments, emotions, behaviour and learning) suggest some learning loss, which may also affect scores?

Start date in behaviour centre:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Colour pen | Date | Colour pen |
| Date | Colour pen | Date | Colour pen |
| Date | Colour pen | Date | Colour pen |
| Date | Colour pen | Date | Colour pen |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 100 |  |  |  |  |  |
| 90 |  |  |  |  |  |
| 80 |  |  |  |  |  |
| 70 |  |  |  |  |  |
| 60 |  |  |  |  |  |
| 50 |  |  |  |  |  |
| 40 |  |  |  |  |  |
| 30 |  |  |  |  |  |
| 20 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 0 |  |  |  |  |  |
| Shape Score  for  Areas of learning | Self-control | Social skills | Self-awareness | Skills for learning | Approach to learning |