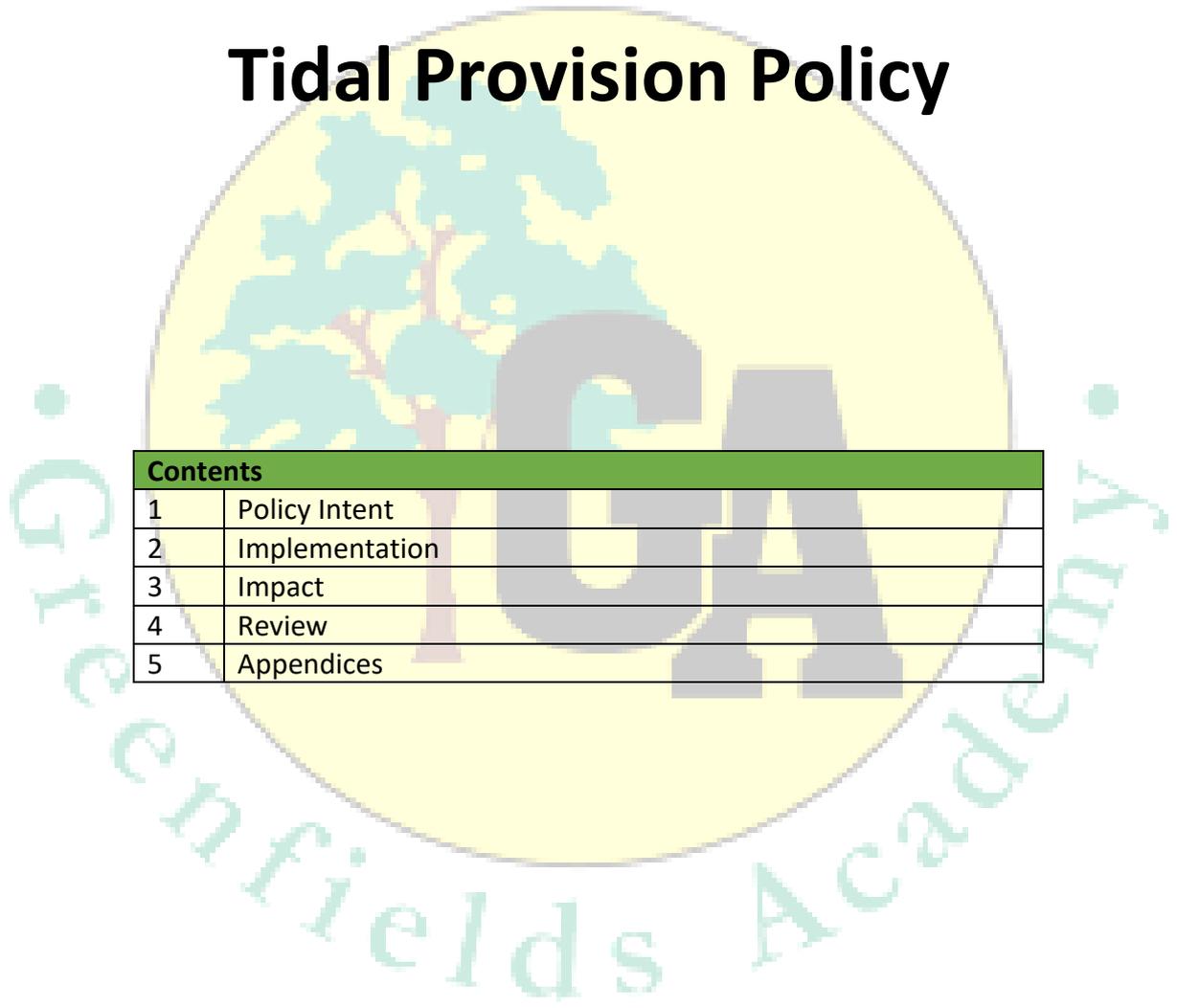


# Quality of Education and Behaviour & Attitudes

## Tidal Provision Policy



Contents	
1	Policy Intent
2	Implementation
3	Impact
4	Review
5	Appendices

## 1.0 Intent

SEMH pupils have a wide range of complex needs for example ASD, ADHD, ADD, ODD, chromosome disorders and dyslexia etc. In addition to this, a majority of our pupils have experienced severe Adverse Childhood Experiences, including exclusions from previous settings. These can act as barriers in their learning and wider engagement within the school community.

Tides is a brand-new assessment system designed by the staff at Greenfields Academy. Our bespoke Tide descriptors (see Appendix 1) Tidal Provision Descriptors act as an SEMH profiling resource. A pupil's tide profile is used to ensure that all areas of their provision is personalised and appropriate to individual SEMH need. Our tide descriptors also act as a tool for tracking and monitoring specific pastoral progress.

This policy aims to ensure that our Tidal Provision impacts positively on pupils' SEMH needs and outcomes.

## 2.0 Implementation

All pupils at Greenfields are given a baseline tide colour 10 weeks after their admission; these judgements are made by the pupil's Wellbeing Team, using their knowledge of the pupils and details within the EHCP. All judgements are moderated by the SLT.

Wellbeing Teams will review Tide Colours against the descriptors every 10-weeks (alternate to the Academic AAP assessment data points), and are required to collect evidence to demonstrate any progress or regression against at the Tide Colour descriptors to support their judgements. In the event of a significant change in circumstances, tides can be reviewed at any point in the year as necessary, once agreed by the SLT.

Each pupil's tide colour will determine the specific provision that they receive at Greenfields Academy, and also acts as a guide for setting and sharing appropriate expectations (See– Tide Outcomes Document)

In terms of provision tide colour...

- provides a guide for which interventions a pupil access (See Intervention Policy & Tidal Outcome Document).
- Provides a guide for expectations and differentiation against individual lesson success criteria as indicated on medium-term planning:

Orange	All pupils will...
Blue	Most pupils will...
Purple	Some pupils will...
Green	Few pupils will...

In terms of outcomes tide colour...

- Determines expected annual attainment progress against AAP descriptors.
- Provides a guide for selecting appropriate KS4 options.
- Provides a guide on ability to access standardised assessments e.g. KS2 SATs.

In terms of EHCPs tide colour...

- ...and progress/regression can be used as evidence to support Annual Review Meetings.
- Will indicate the need for an Emergency Annual Review; when a pupil is assessed by SLT and their Wellbeing Team as pre-orange tide.
- Will act as an indicator of Greenfields Academy's ability to meet need; when SLT review a consult for a pupil, they will complete an initial tide assessment based on their Annual Review. If a child is assessed as pre-orange tide or post-green tide, Greenfields are unlikely to be the appropriate setting.

Change of tide colour...

- If a pupil is to move tide mid-way during the academic year their expected attainment progress target must be amended accordingly.
- The tide outcomes documents outline annual expected AAP progress, however as Greenfields Academy have 3 data entry points per year, annual expected AAP progress can be broken down into individual expected data point progress:

Orange	0.25AAP per 10-week data point window
Blue	0.5AAP per 10-week data point window
Purple	1.0AAP per 10-week data point window
Green	1.25AAP per 10-week data point window

*For example, if a pupil moves from a blue to an orange tide, they may have already achieved or exceeded the annual AAP expectation for a blue tide. In this case the annual expectation is disregarded and moved to a single data point expectation.*

### 3.0 Impact

*'Tidal Provision will impact positively on pupils' SEMH needs and outcomes, by improving the opportunities for individual pupil progression, through personalised provision, throughout their education.'*

A pilot group will be used in July 2021 to determine the initial impact of Tides on attainment outcomes.

### 4.0 Review

Date Written: June 2021  
Review Date: June 2022

END

## 5.0 Appendices

### Appendix 1 - Tide Profiles & Outcomes

Tide Profile Descriptor		Expected Outcomes & Provision	
<b>Orange</b>		Expected Attainment Progress	0.25 AAP (per 10-week assessment period)
My Social Influences		End of Key Stage Attainment Implications	
Attendance	<ul style="list-style-type: none"> <li>Non-attender.</li> <li>Attends off-site provision.</li> </ul>	<b>Key Stage 2:</b> Disappointed from KS2 SATs.	
Impact of ACEs	<ul style="list-style-type: none"> <li>Significant, recent trauma impacting on learning ie pupil experienced abuse or removed from the family home.</li> <li>Significant, lasting trauma impacting on learning ie pupil experienced abuse or removed from the family home.</li> </ul>	<b>Key Stage 3:</b> Supported to identify appropriate academic and wellbeing personalised accreditation at EL or equivalent in preparation for KS4.	
Anti-Social/Criminal Behaviour	<ul style="list-style-type: none"> <li>Significant involvement in criminal behaviour ie county lines.</li> <li>Repeated Police involvement due to criminal/antisocial behaviour.</li> </ul>	<b>Key Stage 4:</b> Minimum of one appropriate qualification that supports progression to past 16.	
Substance Abuse	<ul style="list-style-type: none"> <li>Significant substance abuse by the pupil.</li> <li>Significant substance misuse in the home or social group.</li> </ul>	<b>Post 16:</b> Specialist SEND provision - Supported past 16 destination	
Domestic Circumstances	<ul style="list-style-type: none"> <li>Under Child Protection.</li> <li>Involvement with CAHMs.</li> </ul>	<b>Recommended Wave Provision:</b>	
Diagnosis	<ul style="list-style-type: none"> <li>Lack of basic skills to access the curriculum, may require Wave 4-5 intervention.</li> <li>Medical need significantly impacting on learning.</li> </ul>	Wave 1 Wave 2 Wave 3 Wave 4 Wave 5	
Risk Assessment	<ul style="list-style-type: none"> <li>Highest Score: 21-25</li> <li>Highest Score: 15- 20</li> </ul>		
<b>Relationships</b>			
Empathy	<ul style="list-style-type: none"> <li>Does not display frequent aggressive and violent behaviour. Can form positive relationships with adults.</li> <li>Able to identify their own emotions and the emotions of others.</li> </ul>		
Teamwork	<ul style="list-style-type: none"> <li>Does not isolate self through negative behaviour towards others. Does not seek conflict.</li> <li>Does not isolate self by using introverted behaviours.</li> </ul>		
<b>Independence</b>			
Learning	<ul style="list-style-type: none"> <li>Engages with a majority of their timetabled lessons.</li> <li>Is motivated towards their own learning in certain areas.</li> </ul>		
Self-Care	<ul style="list-style-type: none"> <li>Maintains adequate standards of personal hygiene and clothing is appropriate and clean.</li> <li>Does not cause self-harm.</li> </ul>		
<b>Leadership</b>			
Confidence	<ul style="list-style-type: none"> <li>Shows resilience in some areas. Accepts support from adults.</li> <li>Able to cope with minor changes to the day. Attempts some tasks and challenges.</li> </ul>		
Communication	<ul style="list-style-type: none"> <li>Can verbally communicate without unnecessary swearing or abuse.</li> <li>Can convey emotions in 'non-verbal' ways without anger or violence.</li> </ul>		

Tidal Profile Descriptor		Expected Outcomes & Provision	
<b>Blue</b>		Expected Attainment Progress:	0.50 AAP (per 10-week assessment period)
My Social Influences		End of Key Stage Attainment Implications	
Attendance	<ul style="list-style-type: none"> <li>Termly attendance below 40%.</li> <li>Termly attendance between 40% - 60%.</li> </ul>	<b>Key Stage 2:</b> Entered for specifically identified KS2 SATs (in accordance with subject AAP).	
Impact of ACEs	<ul style="list-style-type: none"> <li>Recent trauma ie pupil experienced a loss, witnessed abuse in the home.</li> <li>Lasting trauma ie pupil experienced a loss, witnessed abuse in the home.</li> </ul>	<b>Key Stage 3:</b> Supported to identify appropriate academic and wellbeing personalised accreditation at a combination of Entry Level and GCSE or equivalent in preparation for KS4.	
Anti-Social/Criminal Behaviour	<ul style="list-style-type: none"> <li>Police involvement due to criminal/ antisocial behaviour.</li> <li>Criminal behaviour in the home or social group</li> </ul>	<b>Key Stage 4:</b> Achieved English, Maths and Science at Entry Level, Functional skills or GCSE 1 – 4. Additional personalised accreditation (in accordance with subject AAP and post-16 goals).	
Substance Abuse	<ul style="list-style-type: none"> <li>Some substance abuse by the pupil.</li> <li>Some substance misuse in the home or social group.</li> </ul>	<b>Post 16:</b> Specialist SEND provision	
Domestic Circumstances	<ul style="list-style-type: none"> <li>Child in Need.</li> <li>Currently accessing Team Around the Child.</li> </ul>	<b>Recommended Wave Provision:</b>	
Diagnosis	<ul style="list-style-type: none"> <li>Diagnosis creates significant barriers to accessing the curriculum, requires Waive 3 intervention.</li> <li>Medical need impacting on learning.</li> </ul>	Wave 1 Wave 2 Wave 3 Wave 4	
Risk Assessment	<ul style="list-style-type: none"> <li>Highest Score: 12 -14</li> <li>Highest Score: 9 -11</li> </ul>		
<b>Relationships</b>			
Empathy	<ul style="list-style-type: none"> <li>Accepts support when upset for a majority of incidents.</li> <li>Accurately identifies the emotions of others in given situations.</li> </ul>		
Teamwork	<ul style="list-style-type: none"> <li>Makes positive relationships with peers and can work in a group with the support of adults.</li> <li>Is able to resolve a personal difference without conflict.</li> </ul>		
<b>Independence</b>			
Learning	<ul style="list-style-type: none"> <li>Accepts support willingly to guide their learning and development of skills. Making below expected academic progress.</li> <li>Consistent desire and motivation to develop greater understanding and skills.</li> </ul>		
Self-Care	<ul style="list-style-type: none"> <li>Has good mental health.</li> <li>Rarely seeks to place themselves in vulnerable situations, provocative victimisation or absconding. Low self-esteem.</li> </ul>		
<b>Leadership</b>			
Confidence	<ul style="list-style-type: none"> <li>Able to cope with changes to their routine. Can share own successes and concerns with chosen adults.</li> <li>Completes the minimum expected of them for a majority of the school day.</li> </ul>		
Communication	<ul style="list-style-type: none"> <li>Can form short friendships based on mutual interests.</li> <li>Can interact with others positively in the classroom and during unstructured time on a majority of occasions.</li> </ul>		

Tidal Profile Descriptor		Expected Outcomes & Provision	
<b>Purple</b>		Expected Attainment Progress:	1.00 AAP (per 10-week assessment period)
My Social Influences		End of Key Stage Attainment Implications	
Attendance	<ul style="list-style-type: none"> <li>Termly attendance between 60% - 75%.</li> <li>Termly attendance between 75% - 85%.</li> </ul>	<b>Key Stage 2:</b> Entered for all KS2 SATs, moderated by rigorous internal assessment processes.	
Impact of ACEs	<ul style="list-style-type: none"> <li>Pupil completing intervention to support the impact of trauma ie counselling, life story work.</li> <li>Pupil completed has intervention to support the impact of trauma ie counselling, life story work.</li> </ul>	<b>Key Stage 3:</b> Achieved Entry Level 1 – 2 in English and Maths at Year 9. Supported to identify appropriate academic and wellbeing personalised accreditation at GCSE (Grade 2 – 9) level or equivalent in preparation for KS4.	
Anti-Social/Criminal Behaviour	<ul style="list-style-type: none"> <li>Historic police involvement for criminal/ anti-social behaviour.</li> <li>Historic anti-social behaviour (no police involvement).</li> </ul>	<b>Key Stage 4:</b> Achieved English, Maths and Science at GCSE 3-9. Additional personalised accreditation (in accordance with subject AAP and post-16 goals).	
Substance Abuse	<ul style="list-style-type: none"> <li>Historic substance misuse by the pupil.</li> <li>Historic substance abuse in the home or social group.</li> </ul>	<b>Post 16:</b> Mainstream FE provision or Apprenticeship with SEND support or Employment.	
Domestic Circumstances	<ul style="list-style-type: none"> <li>Recent involvement with outside agencies, now closed.</li> <li>Historic involvement with outside agencies (last 18months).</li> </ul>	<b>Recommended Wave Provision:</b> Wave 1 Wave 2 Wave 3	
Diagnosis	<ul style="list-style-type: none"> <li>Diagnosis creates barriers to the curriculum which can be supported with Waive 3 intervention.</li> <li>Diagnosis creates barriers to the curriculum which can be supported through Waive 2 intervention.</li> </ul>		
Risk Assessment	<ul style="list-style-type: none"> <li>Highest Score: 5 – 8</li> </ul>		
<b>Relationships</b>			
Empathy	<ul style="list-style-type: none"> <li>Communicates own pleasure in other's success. Verbally shows remorse for negative actions towards others.</li> <li>Recognises when others are 'upset', 'in crisis' or 'happy' and adapt own behaviour.</li> </ul>		
Teamwork	<ul style="list-style-type: none"> <li>Volunteers to perform actions to benefit other. Speaks to peers and adults politely</li> <li>Is comfortable taking turns and trusting others with their own success.</li> </ul>		
<b>Independence</b>			
Learning	<ul style="list-style-type: none"> <li>Absorbs and retains information and guidance over the long-term. Is making expected academic progress.</li> <li>Maintains motivation to learn and seeks to build an embedded knowledge by developing areas of personal interest.</li> </ul>		
Self-Care	<ul style="list-style-type: none"> <li>Has a developing consequential thought process in relation to their behaviours.</li> <li>When in crisis does not cause physical pain to their self.</li> </ul>		
<b>Leadership</b>			
Confidence	<ul style="list-style-type: none"> <li>Responds positively to constructive criticism. Accepts praise positively from peers and adults</li> <li>Sound understanding of limitations in ability coupled with willingness to go beyond that ability</li> </ul>		
Communication	<ul style="list-style-type: none"> <li>Is able to form appropriate and meaningful friendships.</li> <li>Participates with keenness and enjoyment in social aspects of school life. Conveys emotions in 'non-verbal' ways without anger or violence.</li> </ul>		

Tidal Profile Descriptor		Expected Outcomes & Provision	
<b>Green</b>		Expected Attainment Progress:	1.25 AAP (per 10-week assessment period)
My Social Influences		End of Key Stage Attainment Implications	
Attendance	<ul style="list-style-type: none"> <li>Termly attendance between 85% - 100%.</li> </ul>	<b>Key Stage 2:</b> Achieved expected outcome in KS2 SATs. Explore planned transition to a mainstream setting for KS3.	
Impact of ACEs	<ul style="list-style-type: none"> <li>No trauma impacting on learning.</li> </ul>	<b>Key Stage 3:</b> Achieved Entry Level 2 - 3 in English and Maths at Year 9. Explore planned transition to a mainstream setting for KS4, including split-roll placement.	
Anti-Social/Criminal Behaviour	<ul style="list-style-type: none"> <li>Historic anti-social/criminal behaviour out of school, no longer impacting learning.</li> <li>No anti-social/criminal behaviour out of school.</li> </ul>	<b>Key Stage 4:</b> Achieved GCSE English, Maths and Science grade 5 – 9. Achieved a minimum of 3 additional GCSE or equivalent qualifications (Grade 1 – 9).	
Substance Abuse	<ul style="list-style-type: none"> <li>No substance miss-use.</li> </ul>	<b>Post 16:</b> Mainstream FE provision, Apprenticeship, Formal Volunteering or Employment.	
Domestic Circumstances	<ul style="list-style-type: none"> <li>Looked After Child.</li> <li>Settled domestic circumstances</li> </ul>		
Diagnosis	<ul style="list-style-type: none"> <li>Diagnosis/medical need does not negatively impact learning. can be supported by Waive 1 intervention.</li> <li>No diagnosis/medical need.</li> </ul>	<b>Recommended Wave Provision:</b> Wave 1 Wave 2	
Risk Assessment	<ul style="list-style-type: none"> <li>Highest Score: 1 - 4</li> </ul>		
<b>Relationships</b>			
Empathy	<ul style="list-style-type: none"> <li>Seeks to support and care for others when they are upset.</li> <li>Consistently demonstrates behaviours which do not negatively impact on other's emotions.</li> </ul>		
Teamwork	<ul style="list-style-type: none"> <li>Can recognise and react to leadership from a peer.</li> <li>Contributes to collective success through own performance and supporting peers.</li> </ul>		
<b>Independence</b>			
Learning	<ul style="list-style-type: none"> <li>Demonstrates an ability to work independently, with the minimum of guidance once a task has been framed.</li> <li>Consistently seek to produce their best in the vast majority of areas. Able to consistently acquire and process knowledge independently. Is making expected or above expected academic progress.</li> </ul>		
Self-Care	<ul style="list-style-type: none"> <li>Recognises everyday risks and those in challenging environments and adapts actions with guidance.</li> <li>Visibly high standards of personal care, health and risk avoidance, and has a strong sense of self-worth.</li> </ul>		
<b>Leadership</b>			
Confidence	<ul style="list-style-type: none"> <li>Recognises strengths and weaknesses in others, and is able to call on and help others when tackling challenging activities. Attempts tasks and challenges with persistency and commitment.</li> <li>Willingness to undertake tasks/learning that they perceive to be a challenge. Use experience to frame future actions.</li> </ul>		
Communication	<ul style="list-style-type: none"> <li>Is able to maintain appropriate friendships despite conflict.</li> <li>Communicates emotion, opinion and information accurately, verbally and non-verbally to individuals and groups.</li> </ul>		

END