

Tide Profile Descriptor		Expected Outcomes & Provision	
Orange		Expected Attainment Progress	0.25 AAP (per 10-week assessment period)
My Social Influences		End of Key Stage Attainment Implications	
Attendance	- On-site attendance below 75%	Key Stage 2: Disapplied from KS2 SATs.	
Impact of ACEs	- Significant, recent trauma impacting on learning - Significant, lasting trauma impacting on learning	Key Stage 3: Supported to identify appropriate academic and wellbeing personalised accreditation at EL or equivalent in preparation for KS4.	
Anti-Social/Criminal Behaviour	- Significant involvement in criminal behaviour - Repeated police involvement due to criminal/antisocial behaviour	Key Stage 4: Minimum of one appropriate qualification that supports progression to post 16.	
Substance Abuse	- Significant substance abuse by the pupil - Significant substance misuse in the home or social group	Post 16: Specialist SEND provision - Supported post 16 destination	
Domestic Circumstances	- Under Child Protection or Child in Need - Involvement with CAHMs - On-going safeguarding concerns	Recommended Wave Provision: Wave 1 Wave 2 Wave 3 Wave 4 Wave 5	
Diagnosis	- Lack of basic skills to access the curriculum - Medical need significantly impacting on learning - Recent gaps in education (18-months+)		
Risk Assessment	- Highest Score: 16-25		
Relationships			
Empathy	- Does not display frequent aggressive and violent behaviour - Can form positive relationships with certain adults - Is able to identify many of their own emotions and the emotions of others, most of the time		
Teamwork	- Does not frequently isolate themselves through introverted or negative behaviour towards others - Does not regularly seek conflict with others		
Independence			
Learning	- Is able to access a full-time timetable with good levels of success - Engages with a majority of their timetabled lessons - Is motivated towards their own learning in certain areas		
Self-Care	- Maintains adequate standards of personal hygiene and clothing is appropriate and clean - Does not cause regular self-harm		
Leadership			
Confidence	- Shows resilience in some areas - Accepts support from adults on some occasions - Able to cope with minor changes to the day - Attempts some tasks and challenges		
Communication	- Can verbally communicate without unnecessary swearing or abuse most of the time/when regulated - Can convey emotions in 'non-verbal' ways without anger or violence when regulated		

Tidal Profile Descriptor		Expected Outcomes & Provision	
Blue		Expected Attainment Progress:	0.50 AAP (per 10-week assessment period)
My Social Influences		End of Key Stage Attainment Implications	
Attendance	- Termly attendance below between 76 and 85%	Key Stage 2: Entered for specifically identified KS2 SATs (in accordance with subject AAP).	
Impact of ACEs	- Recent trauma impacting on learning - Lasting major trauma impacting on learning	Key Stage 3: 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	- Frequent antisocial behaviour in and/or out of school - Known criminal and/or antisocial behaviour in the home or social group	Key Stage 4: 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	- Some known substance abuse by the pupil or in the home (incl. historic if impacting on learning)	Post 16: Specialist SEND provision	
Domestic Circumstances	- Family members currently accessing Team Around the Child - Unsettled domestic circumstances	Recommended Wave Provision: Wave 1 Wave 2 Wave 3 Wave 4	
Diagnosis	- Diagnosis creates significant barriers to accessing the curriculum - Medical need impacting on learning - Recent gaps in education (6-18months)		
Risk Assessment	- Highest Score: 11-15		
Relationships			
Empathy	- Accepts support when upset for most incidents - Accurately identifies the emotions of others most of the time		
Teamwork	- Makes positive relationships with chosen peers - Is able to work in a group with the support of adults most of the time - Is able to resolve a personal difference without conflict on some occasions		
Independence			
Learning	- Accepts support willingly to guide their learning and development of skills on most occasions - Consistent desire and motivation to develop greater understanding and skills in most areas of the curriculum		
Self-Care	- Does not cause any self-harm when regulated - Rarely seeks to place themselves in vulnerable situations, provocative victimisation or absconding - Demonstrates positive self-esteem most of the time		
Leadership			
Confidence	- Is able to cope with changes to their routine - Can share own successes and concerns with chosen adults - Completes the minimum expected of them for a majority of the school day		
Communication	- Can form short friendships based on mutual interests - Can interact with others positively in the classroom and during unstructured time on most occasions		

Tidal Profile Descriptor		Expected Outcomes & Provision
Purple		Expected Attainment Progress: 1.00 AAP <i>(per 10-week assessment period)</i>
My Social Influences		End of Key Stage Attainment Implications
Attendance	- Termly attendance between 86 and 93%	Key Stage 2: Entered for all KS2 SATs, moderated by rigorous internal assessment processes.
Impact of ACEs	- Low-level and/or historic trauma impacting on learning	Key Stage 3: 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	- Historic criminal/anti-social behaviour in the home or social group	Key Stage 4: Achieved English, Maths and Science at GCSE 3-9. Additional personalised accreditation (in accordance with subject AAP and post-16 goals).
Substance Abuse	- Historic substance abuse in the home or social group	
Domestic Circumstances	- Settled domestic circumstances (incl. long-term foster placement)	Post 16: Mainstream FE provision or Apprenticeship with SEND support or Employment.
Diagnosis	- Diagnosis creates barriers to learning in a mainstream setting (SEMH) - Recent sort gaps in education (under 6-months)	Recommended Wave Provision: Wave 1 Wave 2 Wave 3
Risk Assessment	- Highest Score: 5-10	
Relationships		
Empathy	<ul style="list-style-type: none"> - Communicates own pleasure in other's success on some occasions - Usually shows remorse for negative actions towards others - Recognises when others are 'upset', 'in crisis' or 'happy' and adapt own behaviour most of the time 	
Teamwork	<ul style="list-style-type: none"> - Occasionally volunteers to perform actions to benefit others - Speaks to peers and adults politely when regulated - Is comfortable taking-turns and trusting others with their own success on most occasions 	
Independence		
Learning	<ul style="list-style-type: none"> - Absorbs and retains information and guidance over the long-term. - Maintains motivation to learn and seeks to build on embedded knowledge by developing areas of personal interest for a majority of the time 	
Self-Care	<ul style="list-style-type: none"> - Has a developing consequential thought process in relation to their behaviours - Does not cause any self-harm 	
Leadership		
Confidence	<ul style="list-style-type: none"> - Responds positively to constructive criticism on most occasions - Usually accepts praise positively from peers and adults - Sound understanding of limitations in ability coupled with willingness to go beyond that ability 	
Communication	<ul style="list-style-type: none"> - Is able to form appropriate and meaningful friendships - Participates with keenness and enjoyment in social aspects of school life most of the time - Conveys emotions in 'non-verbal' ways without anger or violence when regulated/ without becoming dysregulated 	

Tidal Profile Descriptor		Expected Outcomes & Provision	
Green		Expected Attainment Progress:	1.25 AAP (per 10-week assessment period)
My Social Influences		End of Key Stage Attainment Implications	
Attendance	- Termly attendance above 93%	Key Stage 2: Achieved expected outcome in KS2 SATs. Explore planned transition to a mainstream setting for KS3.	
Impact of ACEs	- No trauma impacting on learning	Key Stage 3: 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	- No known anti-social/criminal behaviour in or out of school/in the home/social group	Key Stage 4: Achieved GCSE English, Maths and Science grade 5 – 9. Achieved a minimum of 3 additional GCSE or equivalent qualifications (Grade 1 – 9).	
Substance Abuse	- No substance miss-use by child or social circles	Post 16: Mainstream FE provision, Apprenticeship, Formal Volunteering or Employment.	
Domestic Circumstances	- Continued settled domestic circumstances		
Diagnosis	- Diagnosis/medical need does not negatively impact learning in SEMH setting	Recommended Wave Provision: Wave 1 Wave 2	
Risk Assessment	- Highest Score: 0 - 4		
Relationships			
Empathy	- Seeks to support and care for others when they are upset - Consistently demonstrates behaviours which do not negatively impact on other's emotions		
Teamwork	- Can recognise and react to leadership from a peer - Contributes to collective success through own performance and supporting peers		
Independence			
Learning	- Demonstrates an ability to work independently, with the minimum of guidance once a task has been framed - Consistently seek to produce their best in the vast majority of areas - Able to consistently acquire and process knowledge independently		
Self-Care	- Recognises everyday risks and those in challenging environments and adapts actions with guidance - Visibly high standards of personal care, health and risk avoidance, and has a strong sense of self-worth		
Leadership			
Confidence	- 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 - Willingness to undertake tasks/learning that they perceive to be a challenge. Use experience to frame future actions		
Communication	- Is able to maintain appropriate friendships despite conflict - Communicates emotion, opinion and information accurately, verbally and non-verbally to individuals and groups		