

Greenfields Academy – Tidal Provision Pathways

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Key Stage 5 Provision Pathway		Wave 4 Provision and external support only (Engagement Model – Step 2)	Life Skills Based Curriculum (Step 3 -5)	Life Skills and Entry Level Curriculum (Step 6 & 7)	Functional Skills and GCSE Curriculum (Step 8 & 9)	GCSE Curriculum (Step 10 & 11)
Key Stage 4 Provision Pathway			Wave 1 - 4 Provision (high frequency of wave 3&4)	Wave 1 - 3 Provision	Wave 1 - 2 Provision	Wave 1 Provision & (optional) Revolving Door Support to mainstream setting
Key Stage 3 Provision Pathway						
Key Stage 2 Provision Pathway						
Expected Annual Progress		Pastoral only	0.75 AAP	1.5 AAP	3 AAP	3.75 AAP
		Yellow	Orange	Blue	Purple	Green
My Leadership Skills	Confidence	Extremely low self-esteem/experiencing suicidal thoughts Refuses support for adults and peers	Accepts support from adults on some occasions Able to cope with minor changes to the day Able to recognise what they are good at	Is able to cope with changes to their routine Can share own successes and concerns with chosen adults Is able to identify positive things about themselves, seeing mistakes	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	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 Able to positively challenge offending behaviour
	Communication	Unable to communicate emotions effectively	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	Can form short friendships based on mutual interests Can interact with others positively in the classroom and during unstructured time on most occasions	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	Is able to maintain appropriate friendships despite conflict Communicates emotion, opinion and information accurately, verbally and non-verbally to individuals and groups
My Independence Skills	Learning	Lack of motivation towards learning Accessing a reduced timetable	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, and shows resilience in certain areas	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 Faces most new challenges positively	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	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	Self-Harms regularly (incl. seeking negative touch) Unable/lacks motivation to complete effective self-care Lack of self-awareness	Maintains adequate standards of personal hygiene and clothing is appropriate and clean Does not cause regular self-harm	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 Is able to talk about their opinions and able to explain their views Able to set simple goals	Has a developing consequential thought process in relation to their behaviours Does not cause any self-harm	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
	Self-Awareness	Lack of self-awareness	Is able to recognise what they like and dislike Is able to share opinions on things which matter to them Can recognise and name their feelings	Is able to talk about their opinions and able to explain their views Able to set simple goals	Understands the basis for their choices Has a sense of how they 'fit' with others and the world around them	Able to set personal goals in relation to personal qualities and competences Is aware of how others 'see' them Can manage criticism, success and failure in a positive way
My Relationships	Empathy	Frequently aggressive and violent Unable to form or sustain positive relationships No awareness or empathy or control over emotion	Does not display frequent aggressive and violent behaviour Can form basic, positive relationships with certain adults Is able to identify some of the emotions of others, most of the time Understands that families and friends should care for each other	Accepts support when upset for most incidents Accurately identifies the emotions of others, most of the time Understands how to care for other people's feelings and to see things from a different point of view, on specific occasions	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	Seeks to support and care for others when they are upset Consistently demonstrates behaviours which do not negatively impact on other's emotions Can resolve disagreements peacefully
	Teamwork	Anxiety and /or aggression preventing access to teamwork opportunities	Does not frequently isolate themselves through introverted or negative behaviour towards others Does not regularly seek conflict with others Can play co-operatively some of the time	Maintains 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	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	Can recognise and react to leadership from a peer Contributes to collective success through own performance and supporting peers Able to develop working relationships with adults which are sustained
	Social Awareness	Egocentric thinking	Able to recognise how their behaviour affects other people Listens to other some of the time Understands that bullying is wrong	Can identify and respect similarities and differences between others Aware of different groups who may be subject to bullying Acknowledges difference between 'teasing' and bullying	Recognises the stages of emotion related to loss, change, separation, new family members etc. Appreciates other diversity, including some people's values and customs Understands the consequences of 'teasing', aggression and stereotyping Understands the implications of being a 'by-stander'	Recognises influences and pressures Recognises sources of help and is able to respond appropriately Able to talk about feelings and relationships Aware of exploitation
Social Influences	Attendance	Accessing Reduced Timetable to maintain placement	On-site attendance below 75%	Termly attendance below between 76 and 85%	Termly attendance between 86 and 93%	Termly attendance above 93%
	Impact of ACEs	EBSA Pathway	Significant, recent or lasting trauma impacting on learning	Recent trauma impacting on learning Lasting major trauma impacting on learning	Low-level and/or historic trauma impacting on learning	No trauma impacting on learning
	Anti-Social/Criminal Behaviour	Ongoing School Refuser Supported by Child Protection Repeated fixed-term suspensions	Significant involvement in criminal behaviour Repeated police involvement due to criminal/antisocial behaviour	Frequent antisocial behaviour in and/or out of school Known criminal and/or antisocial behaviour in the home or social group	Historic criminal/anti-social behaviour in the home or social group	No known anti-social/criminal behaviour in or out of school/in the home/social group
	Substance Abuse	Supported by SCLP	Significant substance abuse by the pupil, home or social group	Some known substance abuse by the pupil or in the home (incl. historic if impacting on learning)	Historic substance abuse in the home or social group	No substance miss-use by child or social circles
	Domestic Circumstances	Unable to access full-time in school curriculum Social Circumstances and/or Medical Need prevent successful Wave 1 – 3 Provision	Under CAMHs, Child in Need On-going serious safeguarding concerns	Family members currently accessing Team Around the Child Unsettled domestic circumstances	Settled domestic circumstances (incl. long-term foster placement)	Continued settled domestic circumstances
	Diagnosis	Professional Diagnosis of potential misdiagnosis	Lack of basic skills to access the curriculum Medical need significantly impacting on learning Recent significant gaps in education (18-months+)	Diagnosis creates significant barriers to accessing the curriculum Medical need impacting on learning Recent gaps in education (6-18months)	Diagnosis creates barriers to learning in a mainstream setting Recent sort gaps in education	Diagnosis/medical need does not negatively impact learning in SEMH setting
Risk Assessment		Highest Score: 16-25	Highest Score: 11-15	Highest Score: 5-10	Highest Score: 0 - 4	

