T1 CPO STATEMENT 2021- 22

Cohort	Provision	Outcome
They are a class made up of 8 students, 6 of which are year 6's and 2 students are year 8. The whole class is academically very similar in ability however, have a range of special educational needs. The majority of the class present with ASD traits (some undiagnosed) and have additional needs including SEMH, MLD, ADHD, Tourettes and language and communication delays.	As part of the transition provision the class complete most of their learning in their base class following the primary model. The transitional curriculum allows them access to a range of subjects and topics relevant to their needs and maturity. Transition provision is the bedrock of the class environment and allows pupils a safe environment allowing opportunities to overcome barriers to learning that may get in the way of learning. Sensory, communication and social opportunities are used to improve their development. A range of other interventions are used at individual levels to improve confidence and esteem, e.g. Read write Inc., social communication sessions, forest school, challenger troop and mindfulness. ASD strategies are also used within lessons such as class visual timetable, visual individual timetables, deal cards and now and next boards. Other agency involvement helps with their wellbeing such a counselling, mentoring or coaching, some of this is provided by agencies such as VSK, SALT and OT.	To provide a safe, stimulating environment to enable students to transition successfully from the primary department to the secondary department. To improve social communication to enable and improve learning as part of a class environment. To increase skills and confidence to enable students to complete learning tasks independently and confidently, transferring these skills in other areas around the school. To highlight progress from starting points in core skill areas and Boxall targets