

Cohort	Provision	Outcome
<p><b>They are a mixed ability class made up of seven boys and one girl in years 8.</b></p> <p><b>The majority of children are ASD and SEMH with some specific learning difficulties including speech and language delays.</b></p> <p><b>The class require additional emotional and social support due to their needs and individual home circumstance.</b></p>	<p>This class need a nurturing and patient approach to teaching with clear boundaries set which is underpinned by positive behaviour support. They are provided with a transitional curriculum, due to their emotional, social and learning abilities. Working to a set timetable during project based learning which is consistent and reduces anxiety whilst simultaneously allowing to cater for their additional needs. The nature of this routine sets specific times for English and Maths combined with reflection time, team building activities, zones of regulation, speech and language interventions and structured exercise breaks. These activities give the students access to a variety of circumstances and help them learn to understand different social situations. The ultimate aim of which is to enable each child to regulate, express and communicate more effectively.</p> <p>In addition, a variety of ASD interventions are needed to scaffold their engagement, this includes both sensory and communication activities are used in a nurturing environment.</p> <p>Every student in T4 knows that they can return to the form room (their safe space) at any point during the day if they are upset.</p> <p>Counselling, mentoring and coaching are used at different levels to monitor wellbeing and improve independence skills. All students have access to independent support, group work and class activities to improve social bonding as well as the range of subjects offered by the transitional curriculum.</p>	<p>To develop their confidence in both academic and social situations, enabling them to work independently and successfully.</p> <p>To attend school full time and have the confidence to try new subjects and life experiences.</p> <p>To be able to move towards a more vocational based timetable and ultimately for the students to be able to access exams in core subjects as they progress through the school.</p> <p>To be able to show progress academically (pupil asset) and socially &amp; emotionally (Boxall.) from starting points.</p>
Teacher CR & JBF with KO		

