

Personalised Learning Pathway

Expected Outcomes



Tier 1

- Pupils achieve targets - Personalised Learning Intentions / EHCP
- Staff are well informed and feel confident when supporting a pupil with SEMH
- Positive Intervention strategies are effective in managing behaviours.
- Green behaviour scales are completed and based on helping the pupil to self actualise through the creation and reinforcement of a positive self image.
- Pupils academic outcomes are reviewed inline with prior attainment and national expectations where possible, leading to recognised outcomes for post 16 and further education or employment.

Tier 2

- Pupil follows personalised timetable
- Pupil engages in small group planned interventions
- Pupil uses emotional tool kit / sensory diet to help regulate behaviour.
- Positive Behaviour Scale - the 'green' section which is populated by activities which represents quality of life becomes 'comprehensive' and clearly identified by pupil and class team.
- Amber section of the Positive Behaviour Scale is completed with the pupil and helps to establish "stress" factors highlighting the need to understand the pupil and what is being communicated.
- Class team implement advice from designated specialist practitioners.
- Where interventions have proved effective and Class teams are confident in managing challenging behaviours they are reviewed termly, or
- Where Tier 2 interventions are insufficient a pupil causing concern may move to Tier 3

Tier 3

- Team of 'key adults' and Specialist Leaders (Behaviour / Pastoral/ T & L/ Sensory) complete a series of observations over a period of one term to create a detailed Behaviour Plan and input the Positive Behaviour Scale.
- Positive Behaviour Scale - red section of the PBS is populated with detailed information regarding any associated escalation of behaviour and strategies to manage. 'the use of the Green' section becomes 'comprehensive' and is the key to effective de-escalation.
- RPI is used effectively by named team to de-escalate incidents.
- Modifications made to the curriculum and class environment in first half term
- Pupil responds to interventions and makes positive relationships with 'key adults'.
- 'Move in' meeting with parents/ carers and other agencies within three weeks.
- Daily liason with parents / carers to support with behaviour strategies
- Ongoing planned liason with agencies based on pupil need/presentation linked to EHCP and pupil progress.
- Where interventions have proved effective and 'key adults' are confident in managing challenging behaviour they are reviewed half termly or
- Where Tier 3 interventions are insufficient an interim review will be called