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**Children and Families Services Education**

Year 6 and Year 7

Transition Programme Redcar and Cleveland Schools

**March 2019**

**Revised January 2023**

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**Produced Spring 2019**

**Revised Spring 2023.**

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| **Redcar & Cleveland Transition Universal Offer of Entitlement** |
| * ensure continuity and progression in learning as part of school improvement and raising the achievement of children * promote mutual respect, partnership and professional development within and between schools and teachers across the local educational community * ensure that educational programmes include curricular and organisational arrangements for transfer * reduce underachievement and disaffection due to the problems of transition * ensure effective deployment of resources and support staff across the family of schools * encourage best practice in the transfer and use of data between all settings * build on the existing strengths of schools through local ownership, * commitment and the further development of an integrated programme of school improvement * share best practice between all schools with a particular focus on transition between Key Stages but also with a general focus on mutual support * recognise shared responsibility for the educational community and to enable participation and contribution beyond traditional boundaries * contribute to service change and the development of a focus on learning and learner need |

The following is a list of the crucial elements to be included in our transition agreement.

1. What information about pupils is going to be shared between primary and secondary partner schools. This information will need to include:
   * + - academic attainment
       - special educational needs, children in our care and vulnerabilities information
       - relevant family information including information regarding early help or social care engagement.
2. What shared activities will take place to enable classroom practitioners to understand pupil starting points. This will include one piece of writing to be handed over from Year 6 to Year 7.

The content of the following programme was initially created through discussion and collaboration through a wide range of forums and working groups (as can be seen below). It was led by a Task and Finish Group of the Scrutiny Committee in Redcar and Cleveland Council determined to add their leadership to raising standards in the Borough and enabling the high performance of the primary school cohorts to develop into better secondary attainment.

* Scrutiny Task and Finish Group 1.11.18
* Strategic Education Board 30.11.18
* Primary Leadership Forum 4.12.18
* Education Improvement Partnership 6.12.18
* Scrutiny Task and Finish Group 17.12.18
* DfE Opportunity North East discussion 11.1.19
* Practitioner Working group meeting 15.1.1
* Practitioner Working Group meeting 24.1.19
* Visits to schools by councillors in January 2019
* Strategic Education Board 29.1.19
* Task and Finish Group 31.1.19
* Education Improvement Partnership 7.2.19
* Governors’ Association Meeting 14.2.19
* Scrutiny Task and Finish Group 1st March with Senior HMI in attendance
* Primary Leadership Forum 6.3.19
* Meeting 12.3.19 with Department for Education and Opportunity North East regarding Transition strand
* Task and Finish Group 18.3.19.

All primary, secondary and special schools in Redcar and Cleveland were consulted with in the Autumn term 2022 regarding the KS2/3 process.

KS2/3 transition was further discussed at the Redcar and Cleveland Strategic Education Board on Tuesday, 4 October 2022 and the KS2/3 transition feedback was shared with an agreed consensus regarding the Redcar and Cleveland Universal offer of Entitlement providing equality of opportunity.

The SEB Transition Task Force revised the KS2/3 transition programme document on Thursday, 12 January 2023.

## The KS2-KS3 Excel Transition Document – Part A

**The intelligence team at the local authority will pre-populate the excel transition document before it is forwarded to primary settings:**

* Pupil Surname
* Pupil UPN
* Pupil forename
* Pupil DOB
* Pupil Gender (Sex from Autumn 23)
* Current Primary
* Pupil address
* Pupil postcode
* EAL
* Looked After Child (Children in our Care)
* Previously looked after child within the last two years
* Child in Need (CiN) Child Protection (CP)
* SEN status (Jan Census)
* PPG (Pupil Premium Grant)
* FSM (Free School Meals)
* Religion

## The KS2-KS3 Excel Transition Document – Part B

## To be completed by primary colleagues:

* Young Carer
* Active Early Help
* Previous Early Help
* Any other external agencies involved
* Attendance % (Autumn 2022 to End of Term 2, 31, March 2023)
* Attendance additional comments
* Individual transition plan required
* Behaviour additional comments
* Medical conditions
* Redcar and Cleveland Inclusion Team involvement
* Exam arrangements required
* Number of days of suspension in the last two years

## Data Protection

Each school will set out in their Privacy Notice and General Data Protection Regulations (GDPR) Data Protection Policy:

* The categories of pupil information they collect
* The lawful basis they collect this information
* How they collect pupil information
* How they store pupil information
* How they share information
* How they handle requesting access to information
* The basis on which they process any personal data
* How everyone handling such data adheres to the data protection principles set out in Article 5 of the GDPR and section 83-89 DPA 2018 and their compliance with these principles.

Principle 6 states: personal information should be processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures (integrity and confidentiality). It is therefore a matter of course that each school takes sufficient precaution to meet this principle when sending or receiving personal data.

**Information Sharing Timeline for KS2-KS3:**

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| **KS2** | **Whilst pupils are in Y6:** | |
| Spring Term 2023 | Primary SENCO to confirm EHCP and SEN support plan review meetings with Secondary SENCO  L.A. Intelligence leads prepopulate part A of the excel transition document and send to primary and secondary schools on National Offer Day (1st March 2023).  Primary staff to complete and return part B of the excel transition document by the 19th May 2023. | |
| June  (after half term) |  | Transition planning meetings take place with visits from secondary schools.  Resource Base; EHCP; Children in our Care and any other pupils identified as vulnerable start individual transition visits. Invite parents to these meetings. | |
| July |  | Primary schools pass on an independent short piece of written work (1 or 2 paragraphs) to secondary schools. This piece should be from the English book Spring/Summer term.  Transition week to take place in week 37. Week commencing Monday 10th July 2023. | |

## KS2 to KS3 Transition Week

In September 2022, all schools in the borough were offered the opportunity to participate in a consultation process regarding KS2/3 transition.

Key messages from this consultation included prioritising consistency and equality of opportunity with a universal offer of entitlement for all pupils across the borough. Key points raised were that a variable offer does not provided equality of opportunity and varying dates disrupts learning with different periods of transition being unfair.

All schools, who took the time to reply, offered considered responses and it was clear that both secondary and primary really care about transition and want to get it right.

Most responses acknowledged that compromise would be needed with a willingness to work for everyone.

Feedback was shared at the Strategic Education Board meeting and then to all schools across the borough.

It was agreed at SEB that the Universal Offer of Entitlement, with equality of opportunity for all, would be a week long transition of five days in the penultimate week of term: 10th July to 14th July 2023.

## Transition Activities to Understand Pupils’ Starting Points

The purpose of a transition activity is to ensure practitioners have an example of the work the pupils are capable of and an understanding of expectations in attainment levels.

Given the complexity of some secondary schools receiving pupils from many primary partners the decision taken was to ensure this aspect of the programme was as simple as possible.

Therefore, a single piece of independent written work will be selected by the primary schools for each pupil.

This will be from the English book either from late Spring or the Summer term of one or two paragraphs.

Each Year 7 secondary teacher will ensure there is a copy of this piece of written work stuck in the front of all the pupil’s secondary exercise books.

This will evidence:

* the pupil’s use of presentation and handwriting
* the pupil’s use of punctuation and grammar
* the complexity of the use of vocabulary

This evidence will serve as a prompt to the pupil to maintain their high standards.

**Shared Professional Development**

The aims of the shared professional development offer are:

* To further strengthen professional knowledge and understanding of the standards expected and achieved by our primary pupils.
* To build stronger links between the key stage 2 and key stage 3 curriculum so that learning is seamless and good rates of progress are maintained.
* To continue to develop professional expertise to support vulnerable learners in the lead up to, during and post transition so that their needs are well met effectively and they are able to access learning and achieve well.
* To achieve these aims, KS2/3 colleagues are invited to the following moderation sessions:
* 15th March 2023 for Writing at the Expected Standard
* 26th April 2023 for Writing at Greater Depth

(The KS2 moderation period is from the 12th to the 23rd June 2023.)

**Vulnerable Groups**

**Special Educational Needs**

Preparing for effective transition of young people identified as having special educational needs sits within existing national and local policy and guidance (Special Educational Needs Code of Practice: 0-25 Years January 2015.

During transition meetings all colleagues should ensure that they share and provide copies of the following:

* the pupil’s personal chronology
* the pupil’s EHCP
* the pupil’s SEN support plan
* the pupil’s costed provision map
* academic progress
* any relevant risk assessment
* any professional reports – Educational Psychology; CAMHS; Paediatrician; Specialist teachers; Other (e.g. school nurse).
* Attendance of key staff from the receiving school at the pupil’s final EHCP review in Year 6.
* There should be a clear, written transistion plan in place including arrangements for enhanced transition over and above what all children receive.
* The receiving school SENCO should provide parents with a clear plan of how the child’s SEN needs will be met following transition.
* The receiving school should arrange any training which may be required prior to the child’s transition and ensure any specialist equipment/resources are in place.

## Children in our Care (CiOC) and Children who were previously in our Care

The Designated Teacher is fundamental to helping pupils who are in our care or who have experienced care make a successful transition between settings. Any transition of this group of pupils should include:

* efficient transfer of the pupil’s PEP between settings
* the pupil’s EHCP and any interim planning
* the pupil’s SEN support plan
* the pupil’s costed provision map
* academic progress
* attendance of key staff from the receiving school at the pupil’s final PEP and
  + - Child in our Care review (LAC review) in year 6
* transfer of information around how PP+ has been used to support the pupil.

The receiving setting should determine, during the professional transition meeting, any concerns around mental health of the pupil and any specialist services involvement either current or historical e.g. CAMHS, educational psychologist.

The receiving setting should then identify any staff training needs in regard to any specific needs of the pupil. The setting should seek to liaise with the Virtual School for support and guidance around staff training.

The Designated Teacher of the receiving setting should seek to develop quickly a deep understanding of the specific needs of the pupil transferring into their setting and develop an appropriate transition plan for the pupil. They should share key information and the transition plan with appropriate staff within the setting prior to the Transition Week. The plan should include proactively building strong links with the Virtual School, social worker, carers and other services involved with the young person.

## Pupils not identified as Special Educational Needs but identified as having vulnerabilities

There are various groups of pupils that could fall under this umbrella, whether as a result of being in care, because of mental health issues, poverty or their ethnic characteristics for example. For the purposes of this Transition Programme we define pupils with **vulnerabilities** as those that are at risk of harm, either physically or emotionally due to their particular needs or circumstances.

Pupils identified as having vulnerability, but who do not have special educational needs, should be highlighted to colleagues during transition meetings. It should be made clear:

* The nature of the vulnerability.
* Any intervention work carried out with the pupil to date and its impact.
* The pupil’s particular circumstances.
* Any involvement with supporting local authority services (e.g. Inclusion Team), health or other services (including community based organisations).

## Pupils with mental health issues

Specific triggers are associated with the potential development of mental disorders in pupils. Some of these common triggers relate to the transition between phases of education as well as additional triggers: exam stress, family and relationship stress including domestic violence, sexual health and relationship difficulties. (Newham et al 2017).

It is vitally important that leading up to, during and the post ‘transition period’ that these pupils have been correctly identified and supported to develop their resilience. Therefore, the pupil’s current setting needs to begin to identify this group of pupils as early as possible so that prompt intervention, access to effective support and care can be implemented.

For those children who present with SEMH needs at the point of transition, it is vital that extra care is taken to notice the details of actual and meaningful support linked to history of their experience in the world. Focus on adult dialogue across transition for children with SEMH needs is a huge tool towards achieving positive outcomes.

**Effective practice:**

* Identify a Transition Lead with significant available time to devote to this process. Ensure that there is every likelihood that person will be in that same role throughout the transition period from summer term to autumn term.
* Ensure that preparation meetings are held between the adults prior to the child’s transition, detailing the strengths that the child brings and the things they might most look forward to.
* Hold follow-up review meetings in the autumn term, including key staff from Primary School to ensure that the child is settled and making good progress. Focus on the positives and use that forum to discuss any elements that are not going so well, requesting advice from staff who have known the child and their family for some time.
* Ensure that parents / carers are confident in school’s ability to understand their child’s needs and respond with positivity.
* Avoid relying only on written documents to describe SEMH needs. Face to face dialogue is much more effective, confidential and respectful.

**Please ensure that:**

* Information passed between settings is of the highest quality and comprehensive.
* A personalised written transition plan is discussed with parents/carers and the pupil (if applicable) the current setting and the receiving setting.
* Consideration should be given to what enhancements the pupil will require in addition to what will be provided for all others. This may involve:
* very small steps
* a graduated approach
* introduction to key people
* additional, well planned visits
* time spent in the new environment for children transitioning from the primary setting.

Refer to the following DfE guidance (Feb 2023):

* Summary of responsibilities where a mental health issue is affecting attendance.
* Support for pupils where a mental health issue is affecting attendance.

## Pupils with medical needs

Pupils identified as having a medical need should be highlighted to colleagues during the transition meetings. It should be made clear the nature of the medical need and a copy of the health and care plan provided.

## Asylum Seekers and Refugees

Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) recognises the right of the child to an education. In England, education is

compulsory and it can be provided at school, “or otherwise” (as set out in the 1996 Education Act, section 7). Asylum seeker and refugee children aged 5-16 have exactly the same entitlement to full-time education as other UK child and economic migrant. This rule applies equally across maintained schools, academies and free schools.

Refugee and asylum seeking children have equal access to the full curriculum, appropriate to their age, ability and aptitude and any special educational needs they may have. They are admitted to our schools/academies using the same local authority criteria as applies to any other child seeking a school place. Admissions into our post 16 provision are the same as for any other student but considerations around funding may be discussed during the process.

It is important to remember that asylum seeking and refugee children have often had an interrupted education. Some will have never attended formal education so steps may need to be taken to make the mainstream curriculum offer accessible. The British council website can provide additional information

Asylum seeking and refugee pupils are very vulnerable and they may have experienced emotional or mental health problems, discrimination and racism. Pastorally, an asylum seeking or refugee child will need a safe and supportive environment, both physically and emotionally. Many refugees have come from unstable social situations and have high levels of anxiety or emotional distress as a result of the trauma of leaving their home country and their initial experiences of the host country. Some asylum seeking and refugee children may exhibit behaviour which can be related to their recent experiences. These behaviours can be disruptive, emotional, social or learning-related. Such behaviours are equally associated with SEN and mirror other social, emotional and mental health difficulties, requiring schools to be measured about the cause so that the right support can be provided.

Asylum seeking and refugee children can also experience racism, bullying and discrimination within and outside school. It is important that pupils and staff are clear that this is unacceptable and that they must report any incidents promptly.

If a child is an unaccompanied minor, the Designated Teacher for Children in our Care should be invited to the admissions meeting and be fully involved in any subsequent meetings. There is also a dedicated social worker for unaccompanied minors within the local authority who identifies the children and works in partnership with Virtual Head Teacher to ensure that they access the appropriate educational setting.

## Responsibility for the implementation and effectiveness of the Transition Programme

The responsibility for driving the full implementation of the Transition Programme across the local authority will be that of the Local Authority Education Service. Oversight of this implementation and its effectiveness will be held by the Strategic Education Board.

Primary and Secondary colleagues may find it mutually useful to ask pupils and their families to complete a questionnaire regarding the transition process in the Summer/Autumn term.

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| **Glossary:** | |
| Achievement | Despite, and perhaps because of its amorphous nature, the term ‘academic achievement’ is one of the most widely used constructs in educational research and assessment within Education. It is used here to describe a range a milestones of the young person. |
| Benchmark | Benchmarking in education occurs when measurable standards are set for learning. For example, benchmarks might be set for the concepts that must be mastered in each grade. They might also be used to see where an individual, class, or even school ranks in comparison to others. |
| CAMHS | Child and adult mental health services. |
| Children in Our Care (CioC) | A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer. |
| Child in Need (CiN) | A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. |
| Child Protection (CP) | Child protection is the protection of children from violence, exploitation, abuse and neglect. Child protection systems are a set of usually government- run services designed to protect children and young people who are underage and to encourage family stability. |
| Designated Teacher | The Designated Teacher should be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure, arrangements are joined up and minimise any disruption to a child’s learning. This involves, working with VSHs to promote the education of children in our care. |

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| Early Help | Early Help means acting to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own. |
| Educational Health Care Plan (EHCP) | An EHC plan is a legal document that details a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. |
| Educational Psychology | Educational psychology has two dimensions Education and Psychology. It is the scientific study of human growth and development, heredity and environment, maturation and learning which have immense significance from the educational point of view. |
| Educational Psychologist | Educational psychologists work within local authorities, in partnership with families and other professionals, to help children and young people achieve their full potential. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. |
| Exam Concessions | Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.  Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way, Awarding Bodies, will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. |
| External Agencies | Community partners supporting the curriculum or wishing to support the learning of children and young people as either an approved support agency authorised to work in schools or an external provider. |
| Free School Meals (FSM) | FSM are a crucial entitlement for families living in poverty. They help to ensure that children from the lowest income families get a nutritious meal in the middle of the day. |
| Gatsby | The Gatsby Benchmarks originated in a research report (Good Career Guidance) from the Gatsby Foundation in 2013. The report was commissioned by  Lord Sainsbury and Sir John Holman was appointed to lead a research team to focus on international evidence for 'what works' in career development. The benchmarks define world-class career guidance, every young person needs high-quality career guidance to make informed decisions about their future. |

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| General Data Protection Regulations (GDPR) | The General Data Protection Regulation (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union (EU). GDPR came into effect across the EU on May 25, 2018. |
| Graduated Approach | SEN support should arise from a four- part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. |
| Inclusion Team | The Inclusion Team works with individuals with educational needs: inclusion secures opportunities for a young person with needs to learn alongside their peers in general education classrooms and alternative provision. |
| Joint Moderation | This is the process used to standardise the marks given by schools for coursework and controlled assessments. Two or more people or organisations come together to complete the process. |
| Key Stages | The precise definition of each of the main 5 Key Stages is age-related, incorporating all pupils of an age at the beginning of each academic year.  Key Stage 1 – ages 5-7 (Years 1 and 2)  Key Stage 2 – ages 7-11 (Years 3-6)  Key Stage 3 – ages 11-14 (Years 7-9)  Key Stage 4 – ages 14-16 (Years 10-11)  Key Stage 5 – ages 16-18 (Years 12-13) |
| Mental Health | Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. |
| Mid-Year Transfer | Transferring from one academic setting to another in the middle of the academic year. |
| Pastoral Needs | This is a complementary practice; it is policy and practices fully integrated throughout the teaching and learning and the structural organisation of a school to effectively meet the personal, social (wellbeing) and academic needs of individuals. |
| Personal Education Plan (PEP) | All Children in our Care (LAC) have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; this is a statutory requirement for LAC from a child  of 3 years if in education provision up to the age of 18. |

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| Pupil Premium Grant (PPG) | The Pupil Premium was introduced by the DFE in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM. |
| Primary Resource Base | A mainstream school has a special “unit” or “resource base” on site so children with SEND can receive specialist teaching but also access mainstream resources and mix more widely with their peer group. |
| Privacy Notice | A privacy policy is a statement or a legal document (in privacy law) that discloses some or all of the ways a party gathers, uses, discloses, and manages a customer or client's data. It fulfils a legal requirement to protect a customer or client's privacy. |
| Professional Development | Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. |
| Quality First Teaching | Children/young people under ‘SEN support’ receive ‘high quality teaching that is differentiated and personalised [to] meet the individual needs. |
| Schemes of Work (SoW) | A scheme of work is a guideline that defines the structure and content of an academic course. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan. |
| School Improvement | School improvement is mainly concerned with the processes through which schools can raise standards: the changes they can make and the strategies they can use to improve pupil outcomes. |
| SEND (Special Educational Needs and Disabilities) | A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND. |
| SEN K (Special Educational Needs Support) | The SEN support, a plan that school or local college  will use to ensure a child or young person's needs are met (where an EHC Plan is not required) |

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| SENCO cluster meetings | Group cluster meetings are organised as an opportunity for SENCOs in the local area to get together to informally discuss and share good practice/issues relevant to their setting. It is hoped that the meetings will also provide opportunities to moderate and assess together current issues. |
| Social Care Engagement | If the young person accessing social care defined as the provision of social work, personal care, protection or social support services to children or adults in need or at risk, or adults with needs arising from illness, disability, old age or poverty. |
| Social Needs | The five stages in Maslow's hierarchy of needs in order from lowest to highest level include physiological, safety, social (love and belonging), esteem, and self-actualization. Each need must be met from lowest (physiological) to highest  (self- actualization). |
| Standards and Testing Agency | The Standards and Testing Agency (STA) is responsible for developing and delivering all statutory assessments for school pupils in England. It was formed on 1 October 2011 and took over the functions of the Qualifications and Curriculum Development Agency. |
| Transition | Two words 'Transfer' and 'Transition' are used interchangeably to refer both to the young people's move out of one school system and into another, or within the same school between different years, or within the same year between one setting and another. |
| Virtual Head Teacher | Virtual school heads (VSHs) are in charge of promoting the educational achievement of all the children looked after by the local authority they work for. |
| Virtual School | The Virtual School does not exist in real terms as a building and children and young people do not attend. It is a service provided by dedicated professionals within the Children, Schools and Families Directorate whose work is to promote and co-ordinate educational support for Looked After Children and Care Leavers to succeed at nursery,  school, college and university; wherever their place of learning. |
| Wave 3 Intervention | Wave 1 describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.  Wave 2 describes specific, additional and time-limited  interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Programmes such as ELS or Springboard would be regarded as Wave 2 interventions.  Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. |

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| Young Carer | A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol. |