

Report to Local Advisory Board (LAB)

12th June 2017

Report to the LAB on Behaviour and Safety

	Meeting	
	Date	12/06/17
	Item Number	TBAP(16)
Title:	Head of School Report to the LAB – Behaviour and Safety	
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1. Introduction

I am pleased to present the following report on Behaviour and Safety at The Bridge AP Academy. Over the course of the year we have continued to offer a range of support and interventions designed to maximise learning opportunities to enhance the academic and social development of our learners. We have continued to add to the number of Learning Support Professionals (LSP) within the team to enhance the delivery of the waved intervention introduced two years ago. LSPs continue to support individuals and groups with a range of focused and targeted academic interventions in support of the Yr. 11 through GCSE examinations and assisting in the completion of outstanding coursework requirements. The programme has also developed the skill set of our Learning Support Professionals (LSPs) and enabled teaching staff, LSPs and learners to work closely together to provide the best possible learning experience for our young learners. Key Stage 3 learners have this year received a nurturing curriculum offer which Learning Support Professionals have been able to support to enhance the delivery of the curriculum offer, support behaviour management and develop in the building the interpersonal relationship to better manage social and emotional needs. Individual members of the team have continued on personal progression routes. Traditional pastoral interventions continue to be delivered 1:1 mentoring interventions, on anger management, therapeutic counselling, positive relationship and offending behaviour. As a first step to a whole school initiative the team have just completed a training programme around restorative approaches.

There have been numerous enrichment activities on offer to our learners over the course of the year. In February, a number of Key Stage 4 learners took part in the extremely successful BBC production of school 'Newsround' accessible online. Similarly, Key Stage 3 learners have been supported by our internal enrichment program to experience learning socially. Furthermore, Key Stage 4 learners undertook a work experience programme with learners working at a variety of businesses and establishments to gain knowledge of the workplace. This was a valuable experience for all the learners taking part and allowed them to gain an insight into life outside of school.

Fulham Football Club, who now provides lunchtime activities, has developed a positive relationship with learners. Queens Park Rangers Football Club has also engaged our Key Stage 3 learners with football to develop a Bridge AP Academy football team. The TBAP Foundation has also raised funds for arts equipment to engage learners in a variety of enrichment activities. Our relationship with the Jack Petchey Foundation continues, with more Bridge learners becoming award recipients.

In February 2017, The Bridge AP Academy welcomed Ofsted for an inspection. The inspection found indicators that The Bridge AP Academy appears to be firmly within the Good grade. We are working hard on the 'even better if' areas such as improving the role of the LSP within lessons, tracking progress and attendance. We believe that with the continued hard work we can be an 'outstanding' provision in the very near future.

Natalie Wismayer

Head of School

June 2017

2. Admissions

Learners are referred to the school in a number of ways including managed moves, permanent exclusion and SEN placement. Our numbers have remained relatively constant over the last three to four years as demonstrated by the data below (2.2). Again we have higher numbers in KS4 above KS3 this year showing a 2:1 ratio.

2.1 Admissions (pupil numbers)

Year	Total roll	
7		
8	8	
9	19	KS 3 Total
10	33	27
11	29	KS4 Total
		62
		BAPA on roll Total
		89

2.2 Numbers over the last 5 years

Academic Year	BAPA	LBHF (CSS) On Roll Total
2016/2017	89	114
2015/2016	92	121
2014/2015	88	136
2013/2014	90	134
2012/2013	85	132

3. Attendance

Attendance year to date - September 2016 – 22nd May 2017

%	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Attendance	n/a	80.1%	75.4%	66.6%	69.2%	70.1%
Authorised Absence	n/a	9.2%	10.8%	13.6%	15.6%	13.9%
Unauthorised Absences	n/a	10.7%	13.8%	19.8%	15.2%	16.0%

3.1 Attendance data over the last 5 years - see 5 Yr. summary in appendices for trends over time

Term	BAPA %
2016/2017 May	70.1
2015/2016	82.63
2014/2015 May	87
2013/2014	85
2012/2013	87
2011/2012	79

3.2 Attendance interventions

The school routinely intervenes to support learners and parents with sporadic attendance in advance of any local authority involvement. Daily truancy calls, home visits, letters, attendance meetings and mentoring all number in our armoury and enable us target persistent non-attendance before any significantly negative impact on learning can take hold. Where internal strategies prove ineffective we refer to the Early Help who provide further intervention in advance of any legal proceedings. To date 9 Referrals have been made to the Early Help team to support learners with attendance issues. We are currently in the process of referring 1 more learners who are also presenting poor attendance issues. Currently 18 learners are involved with The Early Help Service. We are working collaboratively with them to supporting learners with poor attendance.

Learner referred to Localities Service 2016-17

Learner Referred	Year group	Term referred
A	11	T2
B	11	T2
C	10	T2
D	10	T2
E	11	T2
F	11	T2
G	8	T4
H	10	T4
I	10	T5

Pending referrals

Learner to be referred	Year group
J	Y10

Our internal Post-16 Learning Support Professional continues to provide Careers Information Advice and Guidance to our learners. Maisie Coombes work across the TBAP family of schools to reduce the possibility of learners becoming NEET (Not in Education, Employment or Training) post 16.

Her task to identify the destinations of learners across the trust continues with a robust tracking system which is share with professionals across the trust. The table below outlines the destination of the learners who left The Bridge AP Academy in summer 2016.

Learner destinations 2015/16

Destinations of Young People who left The Bridge AP Academy Academic year 2015/16	
Apprenticeship	2
Employed	0
Further Education	16
NEET	3
National Traineeship	0
Unknown	2

3.2 Attendance of different groups – SEN, PP, etc

Term	Cohort %			
	LAC	PP	SEN	FSM
2016/2017 May	64.5	66.3	89.7	66.6
2015/2016 May	72.1%	82.6	89.2	83.5
2014/2015 May	86.6 (H&F CSS roll 94.12)	86.11	87.61	62.18
2013/2014	67.55	85.57	85.83	74.42
2012/2013	67.33	84.65	84.85	83.45
2011/2012	91.2	76.66	82.73	83.78
2010/2011	68.9		78.56	75.63

4. Exclusions

4.1 Exclusion data over the last 5 years

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2015-16	45	82.5	1.8
2014-15	29	41.5	1.4
2013-14	12	20.5	1.7
2012-13	17	22.5	1.3
2011-12	77	94	1.2

4.2 Exclusions this year

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2016-17	45	166	3.7

5. Reintegration

5.1 Reintegration data over the last 5 years

Term	Number of Learners					
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2016/2017		1	2	3		6
2015/2016		2	3	1		4
2014/2015			1	2		3
2013/2014		1	2	4		7
2012/2013			4	3	1	8
2011/2012		2	2	4		8
2010/2011		1	2	1		4

5.2 Reintegration this year

The following learners are currently on the reintegration programme either in a secondary mainstream school or in our preparatory setting preparing for a mainstream school date.

RM Y8, KL Y9, ZAR Y10, CR Y10, & GB Y10 have all secured a place in a secondary school.

Other learners are currently engaging in a 6-week reintegration programme which is written and supported by cognitive behavioural therapy and the school Educational Psychologist. This is the routine reintegration now practiced at The Bridge AP Academy and monitors progress through weekly targets of all learners who undertake the programme.

Currently on the programme are: CM Y10, LS Y9, RO Y9, JLS Y9, KS Y9

6. Behaviour and Achievement

We use the School Information Management System (SIMS) to record positive behaviour and allocate points to the VIVO Miles database. This system is well-embedded and enables us to reward learners and reinforce desired behaviours over time. Year Team Leaders continue to run attendance and behaviour reports on a cyclical basis identifying high risk and learners of particular concern. This system is also used to identify particular faculty areas which may be struggling with individual behaviour management issues. Our team of Learning Guides (tutor group leads) report recorded behaviour to parents on a regular basis. As part of the ongoing Progress 5 developments, we have showcased the new Behaviour Assessment Tool (BAT) to internal staff and those further afield through the recent TBAP conference. This has been well received to date and development continues with regards to synthesising this system with the impending Pupil Asset information management programme.

As members of the Jack Petchey Award Foundation we vote as a school community to identify and reward learners who have made a genuinely positive contribution to school life. To date, staff and young learners have selected seven winners who have used the funds to provide enrichment opportunities for friends and staff. We have also had one leader award presented to a member of The Bridge AP Academy staff.

Our data tells us that learner behaviour improves the longer they are with us. That said, we have seen a spike in the number of fixed-term exclusion used to manage inappropriate behaviour. It is pertinent to note that we have continued to see a steady rise in the number of Key Stage 4 learners over the course of the year.

Where relationships are damaged a trained member of the learning support team and Senior Leadership Team delivers restorative justice protocols to repair relationships and enable those involved to 'move on'. At present we have 3 members of the support team trained to deliver mediation. This process is to be significantly enhanced on completion of the restorative approaches training undertaken by the LSP team.

6.1 Interventions – See appendix 2 for full range of interventions supported

- The cycle of Team Teach/Safe Touch refresher training has continued with staff attending training programmes delivered over two days
- Anger management training has been delivered to Learning Support Professionals
- Whole school mentoring training is timetabled for delivery this term as part of the LSP development programme
- The Jeffrey Wotherspoon Foundation has delivered accredited programmes to Yrs 10 and 11 on developing a five-year vision
- YARC Reading intervention
- Handwriting
- Sex Relationships Education
- Boys Group
- Girls Group
- Speech and Language Therapy

6.2 Pastoral Interventions

For a full list of pastoral interventions see Appendix 2

6.3 Therapeutic Interventions

This academic year has seen the expansion and development of the therapeutic services team at The Bridge. The TBAP wide Head of Therapies, Jackie Lindeck, implemented a new Therapeutic Services Operational Policy from September 2016 and completed the recruitment of therapists to serve the needs of learners at The Bridge. Overseen by the Head of Therapies, a Senior Therapist was appointed to both deliver music therapy sessions and manage the overall therapy provision two days per week. Further to this appointment, another music therapist is employed two days per week, a psychotherapist/counsellor two days per week, and a complementary therapist two days per week.

With this team of therapists in place, the implementation of the Therapeutic Services Operational Policy has been embedded within the school and therapy capacity has increased. Therapist's day-to-day work is guided by the operational policy, the Senior Therapist and the Head of Therapies.

Therapists conduct therapeutic inductions with new learners joining the school, which provides an early supportive relationship for new learners and offers them immediate access to therapeutic interventions. The information gathered is then fed back to all staff so that the entire team have an understanding of the learner's context as they begin attending The Bridge.

Protocols for information sharing within school and with external professionals (e.g. Social Care, Youth Offending Team, Children & Adolescent Mental Health Service) have been expanded, with the Senior Therapist joining the Senior Leadership Team, and feeding back to external stakeholders at the fortnightly Inclusion Panel.

Outcome measures for therapies have been tailored to suit the needs of the cohort, with the Child & Young Person’s Resiliency Measure and the Short Warwick-Edinburgh Mental-Wellbeing Scale initially in place. However, a more realistic and effective outcome measure for our young people was found to be the Trait Emotional Intelligence Questionnaire – Adolescent Short Form, and this is now used to assess the progress of young people in therapy alongside a therapy feedback form that the young person completes after every 6th session. This allows the therapies team to maintain a clear view of the impact of therapy. Feedback from learners has been very positive. Reports are also provided for Child Protection and Child In Need conferences as required, as well as reports for all learners accessing therapy being prepared for the end of the academic year. Attendance and engagement from learners continues to be high, and the number of learners accessing therapy at any one time has dramatically increased in comparison with last year due to the expanded team and therapy offer. Please see appendix for figures.

During the recent Ofsted inspection at the Bridge, the inspectors reported that, *“Therapy is playing an increasingly positive role in helping pupils to control their emotions so that they can learn well”*.

Table 1 shows data from The Bridge AP Academy

	Total number of learners receiving support	Number of sessions attended	Number of sessions offered	Number of sessions missed	Sessions offered
2016-17	44	293	609	246	Music Therapy SaLT CT Counselling + Supervision to ICM staff weekly

7. Safeguarding

7.1 CSE

The Bridge AP Academy has continued to support and enhance the work of the local authority around issues of Sexual Exploitation. This has involved the mapping and identification of victims and perpetrators. Those identified are listed in the tables below. In addition to this we now regularly attend the local Child Sexual Exploitation (CSE) & Triborough Multi-Agency Sexual Exploitation (MASE) Panel. Plans include the delivery of a series of workshops around the issues to be delivered to learners by the Westminster Integrated Gangs Unit (IGU) and through the Drop Box sexual behaviour advisory service.

The Bridge AP Academy has been deemed a 'school requiring intervention/support'. At a recent consultation to review ongoing support and interventions between the TBAP Commissioning and School Support Services, The Bridge AP Academy and local authority professionals it was agreed for MASH Education to do checks on the children going into the TBAP schools.

BAPA H & F– Sexual Exploitation Mapping – Perpetrators (3)

	Name	DOB	Yr Group	Current provision
1.		16/09/2001	10	BAPA
2.		13/01/2001	11	BAPA
3		12/04/2001	11	BAPA

BAPA H&F– Sexual Exploitation Mapping – Victims (4)

	Name	DOB	Yr Group	Current provision
1.		15/02/2003	9	BAPA
2.		24/02/2001	10	BAPA
3		07/09/2001	10	BAPA
4		16/12/2000	11	BAPA

BAPA H&F Learners incl. on DETER Matrix and Ending Gang and Youth Violence panel (EGYV) (6)

	Name	DOB	Yr Group	Current provision
1.		01/11/2002	9	BAPA
2.		18/12/2015	9	BAPA
3		16/09/2001	10	BAPA
4		08/11/2000	10	BAPA
5		20/09/2000	11	BAPA
6		15/08/01	11	BAPA

BAPA H&F – at risk of gang activity (17)

	Name	DOB	Yr Group	Current provision
1.		01/11/2002	9	BAPA
2.		21/10/2002	9	BAPA
3		07/03/2003	9	BAPA
4		10/12/2002	9	BAPA
5		25/04/2002	10	BAPA
6		11/06/2002	10	BAPA
7		01/08/2002	10	BAPA
8		20/02/2002	10	BAPA
9		08/02/2002	10	BAPA
10		01/05/2002	10	BAPA
11		08/11/2000	10	BAPA
12		22/08/2001	11	BAPA
13		13/01/2001	11	BAPA
14		03/08/2001	11	BAPA
15		10/10/2000	11	BAPA
16		04/11/2000	11	BAPA

7.2 Radicalisation

We have had one learner referred to the local PREVENT team due to concerns regarding repeated comments made in the public domain. The following measures are being taken:-

- Workshop to Raise Awareness of Prevent (WRAP) refresher training for staff at the start of the academic year September 2016-17.
- We are currently establishing links with Inspector Matt Cray, Metropolitan Police Service Local Operations SO15, to explore how we can further collaborate to raise awareness of radicalisation issues.
- We are currently establishing links with Jake Butterworth, Prevent Education Officer, to deliver workshops to BAPA learners 2016-17 Term 6.

7.3 Gangs Interventions

The Bridge AP Academy Student Services Manager, Carlan Edgar, sits on the DETER and Ending Gang and Youth Violence partnership boards.

Groundwork London's Gang Prevention Team (Aspire Higher Project) attends school on a daily basis to work with identified learners. Learners are referred to the team and over the duration of the academic year the Groundwork team (Dave Larvin & Janine Goodin-Deer) provide support in the form of workshops and weekly 1:1 sessions. These sessions and workshops are compromised around a variety of issues affecting gang-afflicted young people; *weapons awareness, conflict resolution, consequential thinking and the consequences of crime*. These gang-preventative workshops are aimed at providing learners with an alternative and possible exit from gang life. The Groundwork Team work closely with a caseload of clients and build them up to identifying and securing Post-16 options whilst also providing wraparound support, working closely too with the wider networks of these clients. PAN Intercultural Arts Team continued this academic to deliver sessions for our Key Stage 3 learners on the topic of joint enterprise.

7.4 Restorative Approaches and Victim Support

A successful bid made to MOPAC has allowed us to support the secondment of a Young People's Life Coach based across the Triborough Academies. Much of her work involves supporting learners in and out of school addressing issues relating to anti-social behaviour, restorative work with individuals and groups and the development of pro-social behaviour. We have also been able to procure a series of CPD activities currently aimed at the Learning Support Professionals (LSP) across the Trust developing their skill set in the use of restorative approaches.

7.5 Child Protection

This academic year we have made 2 CP referrals, one did not meet threshold and the other is still pending. Currently on roll at the BAPA we have 8 learners on the Child Protection (CP) register, 10 on the Child In Need (CIN) register and 11 are Looked After Children (LAC). We continue to support our learners through attendance at CP conferences and reviews, Core Group meetings, Personal Education Planning meetings for those who are LAC, Team Around the Family (TAF) and Adolescent At Risk (AAR) meetings.

8. Partnerships

The Bridge AP Academy works with a broad range of agencies to support learners and members of our learning community. These include both statutory and voluntary services. See list:-

- Fulham Football Club provides enrichment activities (match day visits and coaching) and support the Physical Education curriculum
- Chelsea Football Club sponsor our breakfast club
- Queens Park Rangers Football Club provide enrichment for KS3 learners
- The Localities Service (Now Early Help)– continue to support learners who have been referred for family support related issues and attendance
- We have arranged for the Westminster Integrated Gangs Unit to deliver on sexual health at Beachcroft AP Academy with a follow-on session at The Bridge AP Academy on sex and relationship education.
- Street Outreach Service (SOS - attached to H&F YOT) work with targeted young men to change their offending behaviour.
- YOT – Working with targeted individuals on Intensive Supervision and Support (ISS) programmes and with others to manage their substance misuse and other risk-taking behaviour
- Prevent – delivering workshops around radicalisation.
- Let Me Play – positive activities for young people delivered daily at break times
- Chess in Schools and Communities – delivering Chess enrichment activities.
- LIFE Fire training/awareness programme
- We currently provide representation on the EGYV partnership board
- We currently provide representation on the DETER panel facilitated through the YOS.
- Integrated Gangs Unit (IGU) is a RBKC / Westminster Service working with learners from the Tri-borough area attending The Bridge AP Academy
- Early Help (H&F + RBKC)
- Multi-Systemic Therapy (MST)
- Child Adult Mental Health Services (CAMHS)
- FSCP Children’s Services
- Virtual Schools
- PAN Intercultural Arts
- St Giles Trust
- Groundworks - Aspire High Projcet
- ‘Directions Group’- Ex offenders who *deliver workshops and mentoring to young people about the consequences of their actions.*

7.4 Police

We currently have an excellent relationship with the Police and have a new Police Liaison Officer, Chris Young. Chris has developed, in a short space of time, an excellent rapport with the learners. He has also developed a relationship with the local residence and community. He support learners and staff with day to day matters which have added value to the staff team. Chris informally and formally shares information with learners to help them make better life choices. He provides a layer of support which deters learners from high-level behaviour.

7.5 YOT

1. We continue to support the work of the YOT in the efforts to reduce the rates of recidivism and safeguard learners. We regularly attend the DETER panel meetings that take place and Risk of Serious Harm (ROSH) meetings. We also attend the Team Around the Family (TAF) and Adolescent At Risk (AAR) meetings that they facilitate. The latest data received from the YOT identifies 15 learners currently engaged with this service. 5 Year 9 Learners, 5 Year 10 Learners and 5 Year 11 Learners

	Learner	Yr Group	% of Year Cohort
1	LP	9	29.4
2	LGB	9	
3	BB	9	
4	OR	9	
5	JD	9	
6	SS	10	21
7	LB	10	
8	MDS	10	
9	SG	10	
10	NH	10	
11	MD	11	18
12	JP	11	
13	RWF	11	
14	AW	11	
15	IF	11	

2. We have referred a number of learners to the Missing and Absent young person's project. This will engage young people known to YOS and/ or partners who are identified as in need of professional support around periods of 'missing' or 'absence'. This resource will be targeted at young people not only who are reported missing overnight, but those young people who we or parents/ carers are aware are 'absent' for significant periods of the day. This may be indicative of potential involvement in drug dealing, risk of CSE or general offending behaviour and are placing themselves or others at risk when their whereabouts are unknown. They also may be disengaging from their educational placements as a result of persistent absence.

7.6 Links with Parent /Carers

Links with parents and carers continues to be positive with The Bridge AP Academy. We continually use the Truancy Call/SIMS IN-Touch System to inform parents and carers of learner absence and important events on the school calendar. Parents are encouraged to attend school events to celebrate learner success noticeably, the Year 11 leavers' prom night and sporting events throughout the year. Learners will be presented with awards to celebrate their final two-year performance. Thanks are extended to Elizabeth Cowley who has organised this year's event as Head of Year.

7.7 Others

Other agencies that we have or with whom we are currently developing links:

- Family Coaching Service

	Learner	Yr Group
1		8
2		9
3		9
4		10
5		11
6		11

- We have renewed our relationship with the Education Development Trust formerly Centre for British Teachers (CfBT) who are supporting our learners into work experience placement opportunities and with Careers Information Advice and Guidance (CIAG), and on our journey to achieving the Investor in Careers (IiC) award
- ViVO Miles: an organisation that is used to support our points-based behaviour management systems by offering the opportunity for learners to “spend” points earned
- Jack Petchey Foundation: Supporting the rewarding of positive engagement in education by our learners

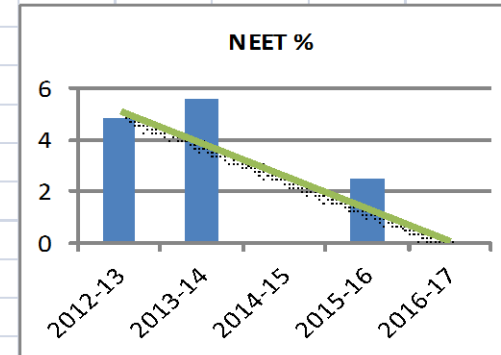
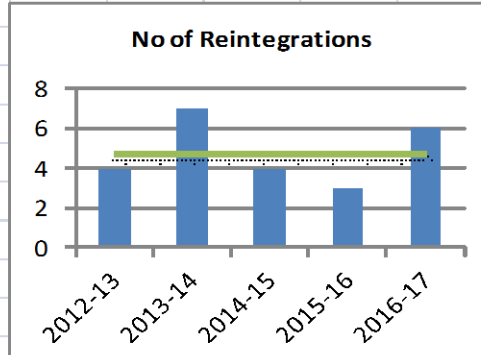
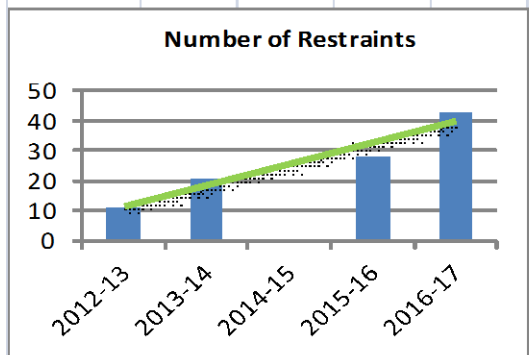
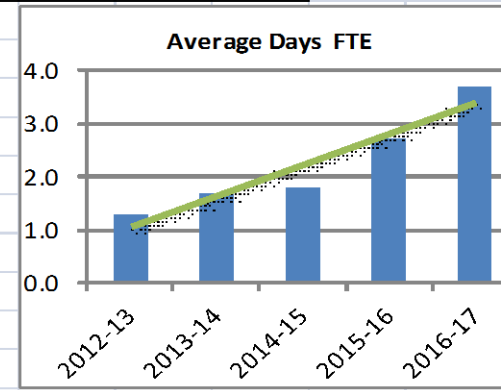
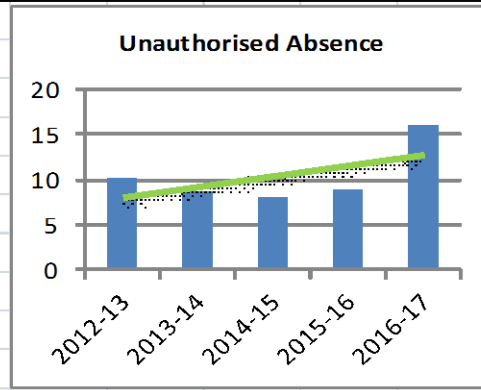
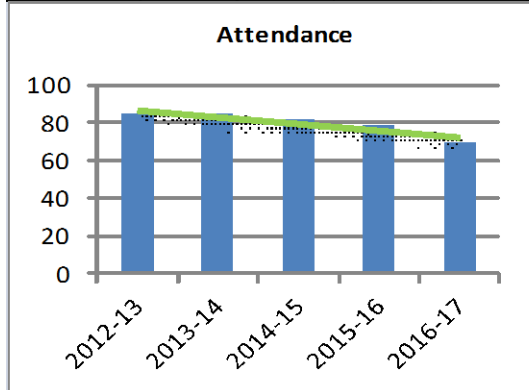
7.8 Links currently being negotiated

- We are currently in the process of developing links with ‘Insight’ to deliver workshops around substance misuse
- ‘CTRL-Z’ who offer a range of exciting and interactive prevention focused workshops for young people aged 11-21 years. The workshops address a range of issues related to the tobacco industry
- The Women and Girls network are offering short-term 1-2-1 work for young women who are at risk of sexual violence. This includes work around prevention and low risk as well as the high-medium risk experienced. Programmes are tailored to address concerns over relationships they are in, issues around online safety/’sexting’; the programme is open to any young woman who may be gang-associated or at risk of harmful cultural practices
- Beyond Youth CIC- delivering the Chance 2 Change programme to some of the young women who are on your radar for things like at risk of offending or offenders.
- TfL Safety and Citizenship Team to talk with your years 10 and 11 about safe, respectful and responsible behaviour on public transport.

Outcome Summary Sheet - 6 Year Summary

School **The Bridge AP Acader Behaviour and Safety**

Year	NOR-end of year	KS3	KS4	Boys	Girls	No of Statements	Attendance	Unauthorised Absence	No of Restraints	FTE Individuals	FTE No of days	Ave no of days fte	Reintegrations	NEET %
2012-13	170	58	112	133	37	27	84.92	10.22	11	17	22.5	1.3	4	4.8
2013-14	109	54	55	84	25	26	85.4	8.7	21	12	20.5	1.7	7	5.6
2014-15	93	44	48	75	18	9	82.2	8.1		29	41.5	1.8	4	0
2015-16	98	20	78	61	17	6	78.6	8.88	28	29	80.5	2.7	3	2.5
2016-17	89	27	62	63	26	3	70.1	16	43	45	166	3.7	6	





Appendix 2 – Waved Intervention Data - updated 24 05 2017

	Basic Maths 1:1 Intervention	Careers 1.1 Intervention	Complementary Therapy	Coursework 1.1 Intervention	External Specialist Visit	Guided Reading 1.1 Intervention	Handwriting 1.1 Intervention	In Class Support 1.1 Intervention	In Class Support: Whole Class	Induction Group	Lexia Reading 1:1 Intervention	Manga Maths 1:1 Intervention	Mentoring	Music Therapy	Music Therapy 1.1 Intervention	Reading Test	Sound Training	Speech Therapist	Wordshark 1.1 Intervention	Total
Wave ICM1	0	0	0	0	1	1	0	1	0	2	0	0	1	36	4	0	0	0	0	46
Wave ICM2	0	0	25	0	0	0	0	0	0	0	0	0	3	5	3	0	0	0	0	36
Wave One	4	9	22	17	1	10	24	52	198	10	4	0	74	34	3	7	21	2	1	493
Wave Three	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wave Two	2	6	42	14	0	2	3	53	169	9	1	1	18	22	8	10	21	3	0	384
{None}	0	0	0	0	0	0	1	0	4	3	0	0	2	8	0	0	1	0	0	19
Total	6	15	89	31	2	13	28	106	371	24	5	1	98	105	18	17	43	5	1	978

Carlan Edgar
 Student Services Manager
 TBAP Bridge AP Academy
 May 2017