

## Layers of intervention

1. 100% academic or vocational. Engaging and accessing learning effectively, achieving goals with the support of PLC staff.

2. 100% academic \*or vocational. Engaging and accessing learning, but may require support with goal setting, targets and/or support into education or training placement

3. 80%/20% academic\* V intervention. Able to access the majority of the curriculum, but likely to need some additional cognitive interventions. eg. Anger management / ELSA / counselling / restorative practice.

4. 60%/40% academic\* V Intervention.  
Likely to need a range of interventions and therapeutic support, along side learning opportunities.

5. 40% / 60% academic\* V Intervention.  
Therapeutic, self regulation and strategy building to start to engage with adults and peers. May access limited learning opportunities.

6. 20%/80% academic\* V intervention. Bespoke, therapeutic programme needed in order to begin journey of self regulation, engagement and awareness of boundaries.

## Pathway / Presentation

Achieving goals, and has clear, positive future pathway

### FUTURE PLANNING

Increased self belief / esteem.  
Acceptance of abilities and own potential.

### INSIGHT / AWARENESS

Calmer. Increased insight and self awareness.  
More balanced self-narrative.

## Cognitive threshold

### WORKING THROUGH TRAUMA

Return to difficult behaviours as trauma is processed. Clingy with staff / rejection of staff

## Disclosure

### TRUST / RELATIONSHIP BUILDING

Starting to build closer relationships with 1 or 2 staff. Increased willingness to comply with routines. Smiling more. On going peer relationship difficulties. On going confrontational / challenging outbursts.

## Readiness to build relationships with adults

### INSTABILITY / CHAOTIC

Challenging, aggressive, absconding, self-harming behaviours. Disjointed & inconsistent living arrangements.  
Drug use. Poor sleep / hygiene / nutrition. Offending and / or exploitation. Inappropriate relationships.

## Foundational belief—Redeemability

## Underlying need

1. No significant needs beyond their reason for being at PLC.  
Autonomy within the supported context.

2. Needs the support of adults with planning and transition.  
Needs a sense of purpose and achievement to maximise chances of success.

3. May struggle with aspects of engagement/s social dynamics / social anxiety. Support required to integrate old and new self. Help developing confidence in thinking and planning.

4. Likely to frequently struggle with social and emotional dynamics and/or mental health. Eg. Processing past experiences. Grieving losses.

5. Need to develop trusting relationships with appropriate adults. Need to develop a secure base.

6. Basic needs require significant support.