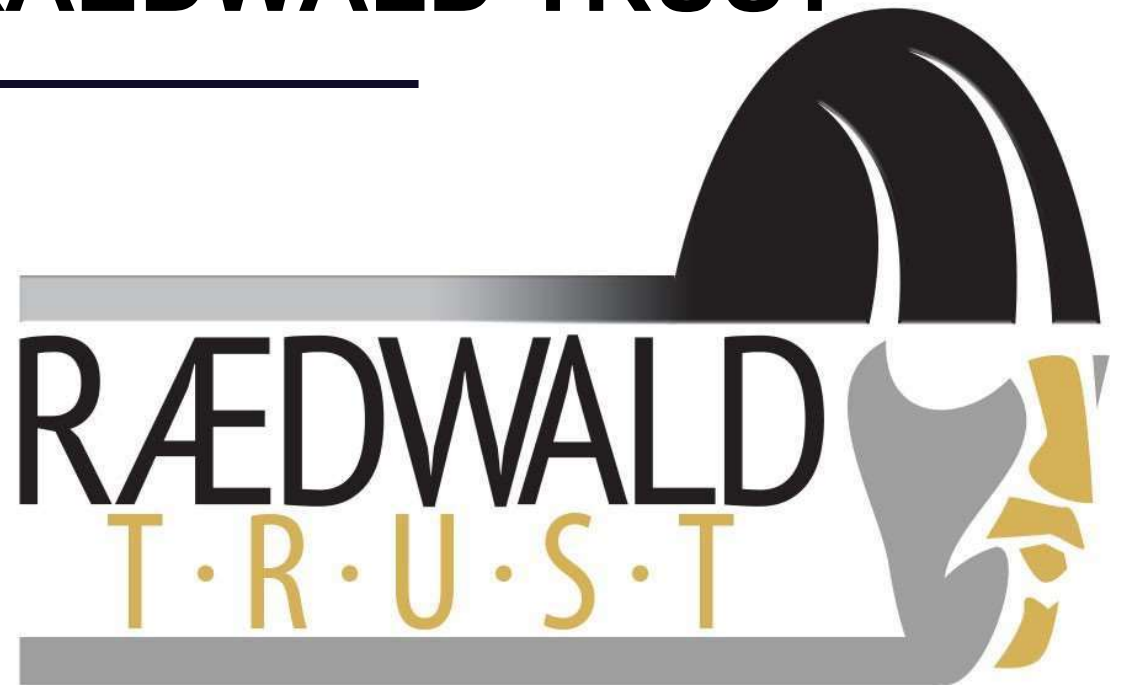

PATHWAYS AT RAEDWALD TRUST



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PATHWAYS AT RAEDWALD TRUST

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1. Rationale

A national and local focus on the role Alternative Provision / Pupil Referral Units (AP/PRU) can play to support children across the education landscape has given rise to increased collaboration and integration between 'school' settings. Undoubtedly, the recommendations outlined in the Timpson Review, 2019 have provided stakeholders a necessary framework to ask defining question of local area provisions.

Amongst the far reaching analysis published in the Timpson Review, uncomfortable realities about permanent exclusion reveal just one catalyst for what is motivating policy makers to instigate change. Indeed, the review cites that traveller children of Irish heritage had the highest rate of permanent exclusion, followed by Gypsy and Roma children. Additionally, those receiving SEN support were also more likely to be excluded, as were

Black Caribbean pupils and those claiming free school meals. Pupils of Indian, Bangladeshi and other Asian backgrounds were the least likely to be excluded, while boys had an exclusion rate more than three times higher than that of girls.

There are, of course, no simple solutions available when key players attempt to reverse a situation increasing the vulnerabilities of children: the contributing variables and characteristics are many and varied. However, without question, the Review makes clear the benefits of enacting a conscious and deliberate route path for increased connectedness between AP/PRUs and mainstream settings. When delivered against a backdrop of common commitment, these connections can facilitate a reduction in children being excluded because programmes are co-constructed, co-created and, where appropriate, co-delivered. Through healthy collaborations, the missed opportunities inherent in a child receiving multiple suspensions can be eliminated; the fractured understanding of often fragmented multi-disciplinary teams can be bridged; and the impactful creativity borne from organisational convergence unleashed. In short, the risks of children falling between the gaps can be mitigated. The Raedwald Trust supports the Policy Development Panel's endeavours in this arena.

Following a root and branch evaluation of the impact of its work, resulting in the reshaping of its systems and processes in order to be better equipped to build on historical and current strength, the Raedwald Trust is in a position to advance inclusion in the local area through the delivery of 4 commissionable pathways. These pathways have been designed to provide the following benefits:

- i.** Ensure more children remain connected to their peers whilst also receiving specific, personalised, support
- ii.** Extend the reach of the Raedwald Trust by increasing the number of children receiving AP intervention within a week and a year.
- iii.** Deliver an increased synergy between teachers and other professionals in mainstream settings and the Raedwald Trust
- iv.** Increase flexibilities to work with children at the point of need by replacing site bound capacity limits with pathways able to transcend geographical boundaries.

2. Pathway Overview and Descriptors

	Duration	Age Range	Description of Pupil Profile	Nature of Placement	Objective of the offer	Transition Arrangement	Fractional PA FTE
							/place
Springboard Pathway	12 weeks (1 Term)	KS1-KS3.	A short, early intervention for a pupil who is attending a mainstream school and has the potential to be successful but needs an intensive short-term intervention to enable this. School will already have completed Step 1 & 2 of the Graduated Response, including consultation with LA and having accessed specialist services where appropriate.	Dual placement with mainstream school. Continues to attend school 3 days/week with	To support pupil to succeed in their current mainstream school placement.	Pupil remains on roll of referring school throughout and returns to a full time attendance pattern at the end of the 12 week intervention.	0.5fte for 1 term,
				2 days per week at Raedwald site & weekly outreach visit			6 pupils
				A weekly co-constructed and co-delivered integrated programme to bridge gaps in learning and/or address pastoral concerns, with frequent milestones and regular progress reviews during weekly outreach visits.	= 1 fte pa, 0.17fte per pupil		

Building Pathway	6 -19 weeks (0.5 to 1.5 terms) Length of the programme will depend on the individual circumstances of the pupil and be negotiated as part of admission.	KS1-KS3	Pupils will have the potential to be successful in mainstream school but need a more intensive and in some cases longer intervention to overcome significant barriers to learning. Two scenarios:	Full time placement but with regular contact with home school / new receiving school.	To support pupil to succeed in their current mainstream school placement or a new school following a permanent exclusion.	i) A new school should be identified at or soon after admission as possible by Family Services Team, and within 6 weeks at a maximum. Once a new school identified there should be joint planning of learning programme and transition. At least 4 weeks dual attendance should be planned between new school/Raedwald.	1fte for 1.5 terms,	
			i) Pupil who has been permanently excluded and is without a school place					2 pupils
			ii) Pupil who is still on roll of mainstream school but is having significant difficulties accessing school offer. School has exhausted options in Step 1 & 2 of the Graduated Response.	Minimum last four weeks dual placement with home/receiving school.	A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer.	ii) Pupil remains on roll of referring school throughout and returns to a full time attendance pattern at the end of the intervention/transition period of dual attendance.	= 1 fte pa, 0.5fte per pupil	

					Programme will offer building blocks to help a learner succeed in their mainstream school.		
							(will vary for shorter placements)
Next Steps Pathway	2-4 terms, depending on point of admission and onward destination. Given that phased admissions to specialist settings occur in Sept, a pupil	KS1-KS3	Pupils will have complex barriers to learning that mean that they are unable to access a mainstream offer currently or in the near future and are most likely to need a long term specialist placement, although a few will be able to attend mainstream school after this programme.	Full time placement.	To support a pupil to prepare for transition to a new education placement after a period of intensive intervention at Raedwald. RT will need to support an EHCNA if not already in place. In most cases this destination will be a specialist education placement.	Family services to ensure long term placement identified at least 1 term before agreed exit date from the pathway so that there can be a well managed transition co-planned between RT and new setting over the final term of pupil's attendance.	1fte for 3 terms,

	joining this pathway in January would require 2 terms, whereas an April entrant would require 4 terms				A specialist offer addressing the issues which have resulted in a child experiencing a complete barrier to attending mainstream school		1 pupils
							= 1 fte pa (average taken)
Focused KS4 Pathway	1-6 terms, to be agreed at point of admission during KS4, including a KS4 version of "Building " for those in T1,2 of Year 10.	KS4	Pupils will have the potential to access a mainstream curriculum, but need a more intensive and in some cases longer intervention to overcome significant barriers to learning/complete their GCSE study. Two scenarios:	Full time and dual placements of varying lengths, to be agreed at admission. Would expect ii) to be more likely to be Dual placed, while i) more likely to be full time.	To support pupil to achieve secondary age qualifications, develop their plan for adulthood and prepare for transition to a post 16 destination	Raedwald Trust will support young people attending full time with them to plan for their adulthood and secure an appropriate post-16 offer to s A new school should be identified at or soon after admission as possible by Family Services Team, and within 6 weeks at a maximum. Once a new school identified there should be joint planning of learning programme and transition. At least 4 weeks dual	Fulltime: 1fte for 3 terms,

						attendance should be planned between new school/Raedwald.	
			i) Pupil who has been permanently excluded and is without a school place				1 pupil
			ii) Pupil who is still on roll of mainstream school but is having significant difficulties accessing school offer. School has exhausted options in Step 1 & 2 of the Graduated Response.		A Key Stage 4 offer that provides access to a breadth of GCSEs and vocational /functional skills qualifications combined with pastoral and IAG support to best prepare each young person to be successful post-16	ii) Pupil remains on roll of referring school throughout and returns to a full time attendance pattern at the end of the intervention/transitio n period of dual attendance.	= 1 fte pa

						Will vary for dual and short term placements

3. Pathway Curriculum Overviews

The vision for our pupils:

- Our pupils will learn through a broad and balanced curriculum which offers them the opportunity to make connections between what they learn and real-life contexts.
- The curriculum centres around providing pupils with memorable and exciting opportunities that will re-engage them with learning and promote a sense of curiosity in the world around them.
- Every pupil will achieve success through a carefully tailored curriculum that builds confidence and promotes a sense of pride in pupils' learning.
- Our curriculum will ensure that character development and social and emotional aspects of learning are highly valued and underpin all learning, both in school and through off-site education.

Our commitment to pupils:

- Every pupil will be taught a high-quality diet of subjects that ensure every pupil is accessing statutory requirements through a pathway that is appropriate to their needs.
- Every pupil will have the opportunity to engage in a variety of rich activities to promote cultural development.
- Every pupil will be taught the importance of living healthily and how they can positively engage with aspects of lifestyle such as diet, exercise and well-being.
- Every pupil will have access to exciting and personalised off-site learning which builds on personal development targets and fosters an interest in the wider world.
- Every pupil will be treated as unique and their daily diet of learning experiences will be designed to add value to all aspects of their personal growth and to help them fulfil their potential.

The origins of our curriculum:

Our curriculum has been designed specifically to meet the academic and pastoral needs of our pupils. The national curriculum has been used as the basis for key areas of study. Within our Springboard pathway and Building Pathway (Project Based), these have then been built around a central

theme which provides a relevant and engaging context in which learning is set. At the heart of this central theme sits a driving question which will form the basis for the deep exploration of a topic and the culmination of each unit of study. Within our Building Pathway (Discreet Subjects), Focused Pathway and Next Steps Pathway programmes of study have been developed through careful consideration of pupil presenting needs and key curriculum areas of focus. All aspects of our curriculum have been specifically selected by Raedwald Trust sites to ensure that the fundamental skills which pupils will require to access education and wider life are taught and embedded.

Learning objectives have been carefully mapped to allow pupils the opportunity to revisit, embed and consolidate key aspects of learning. It is intended that this will also facilitate transition between school placements by giving schools a clear view of the curriculum content for pupils during their time with us. The curriculum model has been deliberately designed to allow pupils to gradually build on key skills over time by revisiting areas of learning in greater depth and complexity.

In order to generate a sense of identity around the school, central themes within a unit of study may run parallel across some pathways. This will allow pupils to share their learning with others and to foster a sense of togetherness in learning experiences. Pupils will have the opportunity to meet a wide range of visitors and go on school visits that bring learning to life and give them a context and purpose for what they are studying. Careful thought has been given to how our curriculum will prepare pupils for the next stage of life and education and these values are intrinsic within the planning and delivery of all teaching. Learning themes and individual lessons will include explicit opportunities to give pupils the cultural capital they are likely to require to succeed in life. Where appropriate, necessary and possible, pupils will have access to subject specialist teachers to ensure the highest quality of provision for all learners.

Teachers planning will derive from the rich and robust curriculum but will ensure that what is planned meets the learning needs of all pupils. This requires a careful use of assessment information to identify what pupils need to learn next and how they can be supported in making good progress. The Thrive approach sits at the heart of our work around how we support pupils in developing emotionally, socially and personally. This is intrinsically woven into our curriculum as well as being explicitly linked to our PHSE programme of study.

3.1_Springboard and Building Pathways: Curriculum Outline






Overview Springboard Pathway and Building Pathway:

Springboard Pathway: Across key stages 1, 2 and 3, this 12 week curriculum aims to deliver fundamental knowledge and skills in key areas of literacy and numeracy through a 2 day Raedwald Trust placement. The curriculum is delivered through a Project Based approach and is derived directly from the EYFS profile and the National Curriculum up to the end of Key Stage 3. It is designed as a concentric curriculum where learning is revisited to enable progression and long term knowledge acquisition. Subject programmes of study span from EYFS to Year 9 objectives dependent on the age/stage at admission. Units of learning are led by a driving question posed to pupils. The curriculum is experiential and each unit has a trip, visitor or experience linked to the unit.

Building Pathway Project Based Curriculum: This 20 week curriculum aims to deliver fundamental knowledge and skills in key areas of literacy and numeracy as well as wider aspects of the national curriculum ensuring statutory entitlements are met. Placements are full-time for 16 weeks at a Raedwald Trust site followed by 4 weeks of supported transition back into mainstream education. The curriculum is derived directly from the EYFS profile and the National Curriculum up to the end of the Key Stage 3 National Curriculum. It is designed as a concentric curriculum where learning is revisited to enable progression and long term knowledge acquisition. Subject programmes of study span from EYFS to Year 9 objectives dependent on the age/stage at admission. Units of learning last for 3 weeks and are led by a driving question posed to pupils. The curriculum is experiential and each unit has a trip, visitor or experience linked to the unit.

Building Pathway Discreet Curriculum: This 20 week curriculum supports pupils who are emotionally ready to access discreet learning within the curriculum. It is taught through discreet subject teaching at Key Stage 2 or Key Stage 3 as appropriate. It is derived directly from the National Curriculum for Key Stage 2 or 3 respectively and ensures all pupils access their full statutory entitlement. Placements are full-time for 16 weeks at a Raedwald Trust site followed by 4 weeks of supported transition back into mainstream education. It is designed as concentric within some subjects (revisited but taught explicitly) or sequential (chunked and taught once for mastery). Conscious decisions about discreet subject delivery have been made to ensure long term knowledge acquisition that are appropriate to the age/stage of development of pupils. Subject programmes of study span from Year 3 to Year 9 objectives dependent on the age/stage at admission.

Example structure of the Springboard and Building Project Based curriculum at Key Stage 1:

Learning Themes												
	Autumn				Spring				Summer			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Topic theme	The Gingerbread Man	Rainforest	How to Wash a Woolly Mammoth	Christmas Penguins	George's Marvellous Medicine	Growing Plants	Lego	Seaside	Bridges	Room on the Broom	Being Healthy	Toy Story
												
Driving Question	Can you catch the Gingerbread man?	Would you rather be a reptile or a mammal?	What's the biggest animal you can bath?	What on Earth have penguins got to do with Christmas?	Can you guess the secret ingredient?	How tall can a beanstalk be grown?	What happens next?	Is fish and chips the best British meal?	How do you stop a bridge from falling down?	Will your broom be strong enough?	If you only eat chicken nuggets will you turn into a nugget?	What happens to your old toys?

Example structure of the Springboard and Building Project Based curriculum at Key Stage 2 and 3:

Learning Themes												
	Autumn				Spring				Summer			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Topic theme	All About Me	Game Time	Villains	Winter Wonderland	What a wonderful world	What's the matter?	Fiercest fighters	Animal kingdom	Lights, cameras, action!	Where's Wally?	Gravity	Shakespeare

												
Driving Question	Who Am I?	What makes the best game?	Does crime pay?	Is winter the best season?	Where would you rather live?	Should all plastic be banned?	What make a 'fierce fighter'?	Should animals be kept in zoos?	Is TV the best form of entertainment?	Should Sat Nav replace maps?	Is gravity the strongest force?	Is Shakespeare still relevant in modern Britain?

Within the Key Stage 1, 2 and 3 project based curriculum, each unit will be planned to last between 3 and 4 weeks, ensuring pupils are constantly re-engaged and that pupils who are new to the school have the opportunity to join at the beginning of a topic and feel part of the wider sense of togetherness in learning. From this long-term overview, a medium-term plan of key objectives in each subject area is used to map and outline the intended learning. From this medium plan, a learning journey is outlined to model to teachers the thread of the unit. Teachers are expected to use this, alongside assessment information to ensure teaching takes account of pupils' starting points, to form short-term weekly or daily plans. All learning is woven together to ensure that the context and purpose is clear to pupils and the driving question ensures that pupils are clear about the relevance of learning in any given unit. Off-site opportunities will vary according to a given pupils' interests and skills but all pupils will be given equal opportunity to positively engage with learning outside of the school environment.

3.2 Focused Pathway: Curriculum Outline

Overview Focused Pathway:

This curriculum supports pupils who are placed longer term within a Raedwald Trust setting at Key Stage 4. It is taught through discreet subject teaching at Key Stage 4 and is derived directly from the National Curriculum. Placements are full-time for up to 2 years at a Raedwald Trust site. Pupils remain dual-roll with their mainstream school with the Raedwald Trust setting being subsidiary. Working together, the mainstream school and Raedwald Trust will ensure pupils are entered for their end of key stage examinations. Dependent on the pupil, some pupils may also continue to access learning within their home school environment in order to ensure that each pupil has the opportunity to be entered for a minimum of 8 GCSEs or equivalent qualifications. Curriculum objectives are often taught sequentially across subjects but opportunities to revisit learning are embedded into curriculum overviews and planning thus ensuring long term knowledge acquisition and retention within each subject. Subject programmes of study span from Year 10 to Year 11 and teaching is responsive to the age/stage of the pupil when he/she arrives within the Trust.

3.2.1 Focused Pathway: Minimum Expectations

The Foundations of the Focused Pathway

- An aspirational vision for each child that is underpinned by a belief that all children and young people can successfully access learning.
- A commitment to developing positive attitudes towards learning with all pupils.
- A clear and progressive curriculum offer which outlines key skills and experiences.
- A regular and clear review process to ensure the curriculum offer remains aspirational and appropriate to current presenting need.
- Access to the Raedwald Trust curriculum through Quality First teaching.
- Use of Individual Learning Plans to support clear links between teaching strategies and pupils presenting needs (including those linked to an EHCP).
- An effective assessment system which supports teachers with identifying and filling gaps in understanding.

The Teaching of Our Focused Pathway

- The Head of School/Head Teacher will ensure that transition planning for post-16 is identified early for all pupils.
- If appropriate, HoS/HT will be responsible for transitioning pupils onto an alternative pathway and/or making referrals for reintegration back into mainstream (through IYFAP or alternative appropriate procedures).
- The Head of School/Head Teacher will have responsibility to ensure each pupil has the opportunity to be entered for at least 8 GCSEs.

Minimum Curriculum Expectations:

- Access to direct, site based teaching.
- Blended curriculum offer, as appropriate, to ensure breadth and depth of curriculum meets statutory guidance.
- Opportunity to access vocational learning (if appropriate).
- Opportunity to access off-site activities (if appropriate).
- Support with post-16 transition.
- Completion of entry assessment and transition unit

3.3 Next Steps Pathway Curriculum Outline

Overview Next Steps Pathway:

This curriculum supports pupils who have complex barriers to learning that mean they are unable to access a mainstream offer currently or in the near future. These pupils are most likely to need a long term specialist placement in the longer term although a few may be able to access mainstream school subsequent to placement within the Trust. The curriculum is delivered through a blended approach of 1:1 teaching, on-site group teaching and/or online learning. Lesson delivery is through discreet subject teaching at Key Stage 2, 3 and 4. The taught curriculum is derived directly from the National Curriculum for Key Stage 2, 3 or 4 and aligns with on-site curriculum delivery to ensure pupils are able to join larger groups if/when they are ready in order to complement their existing offer. Placement length and level of weekly support is varied and dependant on presenting pupil need. The initial curriculum offer is therefore focused on ensuring pupils access core subject teaching within English, maths and science as well as weekly sessions within PSHE and R.E. Weekly opportunities for Physical Education are also incorporated into the weekly offer. Depending on key stage,

curriculum objectives may be taught concentrically or sequentially across subjects. Both methods of curriculum delivery have been carefully mapped out by subject teachers and ensure pupils have opportunities to revisit and embed learning. Subject programmes of study span from Year 3 to Year 11 and teaching is responsive to the age/stage of the pupil when he/she arrives within the Trust.

3.3.1 Next Steps Pathway: Minimum Expectations

The Foundations of the Next Steps Pathway

- An aspirational vision for each child that is underpinned by a belief that all children and young people can successfully access learning.
- A commitment to developing positive attitudes towards learning with all pupils.
- A clear and progressive curriculum offer which outlines key skills and experiences.
- A regular and clear review process to ensure the curriculum offer remains aspirational and appropriate to current presenting need.
- Access to the Raedwald Trust curriculum through Quality First teaching.
- Use of Individual Learning Plans to support clear links between teaching strategies and pupils presenting needs (including those linked to an EHCP).
- An effective assessment system which supports teachers with identifying and filling gaps in understanding.

The Teaching of Our Next Steps Pathway

- The Head of School/Head Teacher will ensure that succession planning is identified early for all pupils. This will include bi-weekly reviews of curriculum offer and opportunities to amend.
- When appropriate, HoS/HT will be responsible for transitioning pupils onto an alternative pathway and/or making referrals for reintegration back into mainstream (through IYFAP or alternative appropriate procedures).
- Upper Key Stage 3, where appropriate, will be prepared for GCSE level options and independent study skills.
- At Key Stage 4, the Head of School/Head Teacher will have responsibility to ensure each pupil has the opportunity to be entered for at least 5 GCSEs.

Minimum Curriculum Expectations:

- Weekly face-to-face teaching which includes access to:
 - English, maths and science
 - PSHE/R.E.
- Blended learning offer that is supported by online learning and outreach support.
- Access to at least 2 hours of Physical Education each week.
- Opportunity to access vocational learning (if appropriate).
- Opportunity to access off-site activities (if appropriate).
- Completion of entry assessment and transition unit

4. Pathway Routines and Procedures

4.1 Springboard

Week	Days	Required Actions/Deadlines for completion
1	5	Entry assessment/Transition unit
2	10	
3	15	
4	20	
5	25	
6	30	Mid-placement review
7	35	
8	40	Deadline for changing pupil pathway
9	45	
10	50	Exit assessments/Exit profile completed
11	55	
12	60	Final reports submitted to mainstream setting

4.2 Building

Week	Days	Required Actions/Deadlines for completion
1	5	Entry assessment/Transition unit
2	10	
3	15	
4	20	
5	25	
6	30	
7	35	Mid placement review meeting
8	40	
9	45	Deadline for changing/extending pupil pathway offer
10	50	
11	55	
12	60	
13	65	

14	70	Transition and end of placement review meeting with mainstream school
15	75	
16	80	End of placement report (including transition support recommendations) submitted to mainstream school
17	85	Supported transition back to mainstream - At least 3 half days in mainstream school
18	90	Supported transition back to mainstream - At least 2 full days in mainstream school
19	95	Supported transition back to mainstream - At least 3 full days in mainstream school

4.3 Focused

Terms	Weeks	Required Actions/Deadlines for completion	Timetable Review
1	1-6	- Weeks 1-2: Entry assessment/Transition unit	As required
	7-12	Deadline for changing pupil pathway	
2	13-18		
	19-24		
3	25-30		
	31-36	Placement report submitted to mainstream school	
4	37-42		
	43-48		
5	54		
	60		
6	66		
	72	Placement report submitted to mainstream school	

4.4 Next Steps

Terms	Weeks	Required Actions/Deadlines for completion	Timetable Review
1	1-6	- Weeks 1-3: Entry assessment/Transition unit	Bi-weekly
	7-12	Completion of onward referrals for support (ie. EHCP referrals, SAP referral, IYFAP referral, etc)	
2	13-18		
	19-24		
3	25-30	Pathway review (if appropriate)	
	31-36		

4	37-42		
	43-48		
5	54		
	60		
6	66		
	72		

5. Pathway admission procedure

Referral received

- All referrals received via referrals@raedwaldtrust.org
- Pupil information uploaded to central sharepoint
- Weekly RT Admissions team meeting to discuss new referrals (LA commissioned and Outreach Service)
- Weekly Referrals meeting with Local Authority to determine pathway allocation for LA commissioned.

RT Tracking

- RT Pathway list updated with pupil name in blue.
- RT Pathway list emailed to LA Specialist Placement Coordinator
- Referral meeting minutes shared with site leads in order to progress agreed actions.
- RT allocated site uploads all pupil referral documents to School Pod.

Site Level

- RT Pathway to send letter of placement (including school information sheet) and Dual Placement Agreement (with pre-populated start/exit dates and meeting dates) to Home School.
- RT Pathway to send letter confirming placement to parent/carer.
- RT Pathway to ensure completion of all Admissions Paperwork, following site level admissions procedure.

Follow Up

- RT Site to ensure pupil start date updated and accurate on RT Pathway list.
- Pupil admitted onto RT Pathway; commissioner notified

6. Pathway required documentation

6.1 Admissions paperwork

Following notification of pupil placement by the Raedwald Trust Admissions Team, sites should issue the following paperwork, according to the pathway identified, for each pupil.

6.1.1 Paperwork for parents/carers

- Parents/carers sent a letter of notification of placement. Please refer to *Appendix 1* for agreed format.

6.1.2 Paperwork for mainstream setting (home school)

- Home school sent a letter of notification of placement for their pupil. Please refer to *Appendix 3* for agreed format.
- Home school sent a pupil information sheet [*Appendix 4*]. This information sheet should be returned to the Raedwald Trust site no later than the first week of placement commencing.
- Home school sent Dual Placement Agreement for appropriate pupil pathway. This document should be pre-populated with agreed entry and exit dates and set-dates for meetings as per pathway routines and procedures in Section 5.

6.1.3 Paperwork for Raedwald Trust pathway allocation

- Raedwald Trust site will upload all referral documentation to pupil's profile on School Pod.
- Raedwald Trust site will complete all RT admissions paperwork, additionally following any site-level admission procedures.
- Raedwald Trust will be tenacious in obtaining all relevant paperwork from any previous settings not already received via agreed methods.

6.2 Dual Placement Agreements

All pupils, on-roll with a mainstream setting, will require a dual placement agreement. Depending on pathway, the Raedwald Trust setting should send the appropriate Dual Placement Agreement to the mainstream school prior to pupil start date. It is important that home schools engage fully with the Dual Placement Agreement. Failure to do so may result in the early termination of pathway support. Dual placement paperwork can be accessed via Staff Hub.

6.3 Mid-placement and End of Placement Reports

6.3.1 Springboard Pathway

Pupils accessing the Springboard pathway will have consistent time in their mainstream setting as well as Raedwald Trust. A weekly opportunity for Outreach support will ensure communication with mainstream settings is maintained. Additionally, pupils on a Springboard Pathway will have mid and end of placement reviews. Depending on key stage, the reporting mechanisms for this will differ by site. As a minimum, reports must provide parents/carers and mainstream schools with the following information:

-
- Progress against specific aspects of the curriculum that have been delivered through the appropriate programme of study.
 - Progress against PSED and/or Thrive targets
 - Overview of strengths and what's going well
 - Overview of what could be improved
 - Strategy recommendations for the mainstream school
 - Opportunity for parent/carer feedback

6.3.1.1 Outreach Support

The intent of Outreach Support is to facilitate close working relationships with children and young people's mainstream schools to ensure the best outcomes for each pupil. Outreach work plays a vital role in supporting mainstream settings to achieve success with pupils. Staff should listen and advise schools about strategies and support mechanisms that may help the child in their mainstream school setting. The structure and support mechanisms offered through outreach will differ at each Key Stage therefore it remains the responsibility of the Head of School to ensure Outreach is an impactful experience for pupils and schools.

6.3.2 Building Pathway

Pupils accessing the Building pathway will access their provision through a full-time offer for up to 19 weeks. It is therefore important that communication with the identified home school is consistent and purposeful. Pupils on a Building Pathway will require a mid and end of placement review. Depending on key stage, the reporting mechanisms for this will differ by site. As a minimum, reports must provide parents/carers and mainstream schools with the following information:

- Progress against specific aspects of the curriculum that have been delivered through the appropriate programme of study.
- Progress against PSED and/or Thrive targets
- Overview of strengths and what's going well
- Overview of what could be improved
- Strategy recommendations for the mainstream school
- Opportunity for parent/carer feedback

6.3.3 Focused Pathway

Pupils accessing a Focused Pathway may attend a Raedwald Trust setting for up to 2 years. Remaining dual role wherever possible, Raedwald Trust sites must be tenacious with regards to ensuring regular contact and visits with mainstream settings (as per the dual placement agreement) occur. Raedwald Trust sites must complete an annual report that is shared with mainstream settings for each pupil. Reporting mechanisms for annual reports will differ by site but it is acceptable for these to be distributed during the summer term each academic year. As a minimum, reports must provide parents/carers and mainstream schools with the following information:

- Progress against specific aspects of the curriculum, in each curriculum subject, being offered to the pupil

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- Predicted and/or target grades at GCSE
 - Progress against PSED and/or Thrive targets
 - Overview of strengths and what's going well
 - Overview of what could be improved
 - Opportunity for parent/carer feedback

6.3.4 Next Steps Pathway

Pupils accessing a Next Steps pathway may have a curriculum offer that is co-delivered across multiple sites, Third Party Providers, remote learning and/or Outreach. Pupils on this pathway will require a bi-weekly review of their timetable offer with the allocated Head of School. This information will be recorded centrally to ensure any temporary reintegration timetables are continually monitored and reported to commissioners, parents/carers and mainstream schools. If pupils begin to access their curriculum offer successfully, it may be appropriate for a Pathway Review to occur with the Head of School and a member of the Raedwald Trust Admissions Team. Throughout the duration of the pathway placement, mainstream schools must adhere to Dual Placement agreements and maintain regular and consistent contact with their pupil.

7. Change of Pathway

7.1 Time frame for pathway change

Due to the variation between pathway length, it is important that any pathway changes are anticipated early and actioned quickly. The final dates for recommending a change to pathway are detailed in section 4. There will be particular instances when it becomes apparent that a pupil may need additional support available through a different pathway. For example, a pupil accessing a Springboard pathway may be struggling to apply learning from his/her RT site time back in his/her mainstream setting. In this instance, the RT provision and pathway lead may recommend the pupil requires more intensive support via the Building pathway. Any changes to pathways must be discussed with the Local Authority, as commissioners, prior to any changes occurring. It is therefore essential that changes are identified early and accurately.

7.2 Procedure

To recommend a change to pathway, the Head of School must submit a written request to the Raedwald Trust Admissions Team (referrals@raedwaldtrust.org). The request must include the following information:

- Pupil name, year group and date of birth
- Current pupil pathway and current agreed end of placement date
- Alternative pathway being requested
- Current presentation and explanation as to why a change of pathway is being sought.
- Any relevant feedback from parent/carer and/or mainstream setting

8. Pathway monitoring

As we work to implement our new pathway model, it will be essential that we adhere to and therefore deliver the amount of support detailed to commissioners. On a weekly and annual basis, the number of pupils to be supported is detailed below:

	Springboard	Building	Next Steps	Focused	ON-SITE
Monday	19	44	39	88	190
Tuesday	19	44	39	88	190
Wednesday	0	44	39	88	171
Thursday	19	44	39	88	190
Friday	19	44	39	88	190
WEEKLY	38	44	39	88	209
ANNUAL	114	88	39	88	329

8.1 Weekly updates

In order to ensure that pathway time frames are adhered to, Pathway Leads/Heads of School will have a weekly meeting with a member of the Raedwald Trust Admissions Team. The meeting agenda will be structured as follows:

- i. New intake: progress and confirmation of start dates
- ii. Current pupils: updates and confirmed dates for mid/end of placement review (as appropriate)
- iii. Transition and/or change of pathway requests
- iv. Additional referrals to be submitted
- v. AOB

Appendix 1

Letter to Parent/carer:

xxth month, 2020

Dear [parent name],

We are writing to confirm that [pupil name] has been allocated a place within Raedwald Trust. As of September 2020, the Raedwald Trust will be offering support to pupils through a **pathway model**. What this means for pupils and families is that your child will access educational **pathways** for a specific purpose, maintaining contact with his/her mainstream school throughout.

The Raedwald Trust remain designated as Alternative Provision; this pathway model has been developed to support the local area by increasingly supporting pupils on a short-term and temporary basis to re-engage with mainstream education. The number of pupil spaces within different pathways have been agreed with the Local Authority considering the level of presenting need and subsequent staffing requirements. Amended dual placement agreements will be issued to ensure all stakeholders are clear about the length of placement, expectations and support mechanisms for families and schools. Families will receive a copy of this Dual Placement Agreement to ensure clarity about review dates and end of placement dates. Pupils placed within a Raedwald Trust pathway will remain on-roll with their mainstream setting; Raedwald Trust will be subsidiary for the majority of pupils. The named mainstream school will therefore retain responsibility for ensuring pupils are entered for any statutory assessments and advising Raedwald Trust of any delegated responsibility for administration of examinations.

You will be invited to attend regular review meetings and encouraged to communicate with Raedwald Trust teams about how we can best support you and your child with their eventual reintegration back into mainstream education. If you would like your child to access a new mainstream setting for reintegration, please advise us of this as quickly as possible.

A member of the Raedwald Trust team will be in touch soon to set up an initial home visit and discuss induction of your son/daughter into their new provision.

If you have any questions, please do not hesitate to get in touch with the school office of your identified Raedwald Trust site.

Sincerely,

Appendix 2: Pathway Overview summary for parents/carers and mainstream settings

Springboard Key Stages 1 - 3

- **Pathway length:** 12 weeks
- **Purpose:** To support pupils to succeed in their current mainstream school placement.
- **Overview:** A short, early intervention for a pupil who is attending a mainstream school and has the potential to be successful but needs an intensive short-term intervention to enable this. School will already have completed Step 1 & 2 of the Graduated Response, including consultation with LA and having accessed specialist services where appropriate.
- **Curriculum:** This 12 week curriculum aims to deliver fundamental knowledge and skills in key areas of literacy and numeracy through a 2 day Raedwald Trust placement. Pupils will continue to access their mainstream school 3 days per week.

Building Key Stages 1 - 3

- **Pathway length:** 6-19 weeks
- **Purpose:** To support pupils to succeed in their current mainstream school placement or a new school following a permanent exclusion.
- **Overview:** Pupils will have the potential to be successful in mainstream school but need a more intensive and in some cases longer intervention to overcome significant barriers to learning. This pathway may support pupils who have been permanently excluded and are without a school place. Alternatively, it may support pupils who are still on roll with a mainstream school but who are having significant difficulties accessing the school offer.
- **Curriculum:** This 6-19 week curriculum aims to deliver fundamental knowledge and skills in key areas of literacy and numeracy as well as wider aspects of the national curriculum ensuring statutory entitlements are met. Placements are full-time for 16 weeks at a Raedwald Trust site followed by 3 weeks of supported transition back into mainstream education.

Focused Key Stage 4

- **Pathway length:** 1 - 6 terms
- **Purpose:** To support pupils to achieve secondary age qualifications, develop their plan for adulthood and prepare for transition to a post 16 destination.
- **Overview:** Pupils will have the potential to access a mainstream curriculum but need a more intensive and in some cases longer intervention to overcome significant barriers to learning in order to complete their GCSE study. This pathway will support pupils who have been permanently excluded and are without a school place as well as pupils who are still on roll with a mainstream school but are having significant difficulties accessing the school offer.
- **Curriculum:** This curriculum supports pupils who are placed longer term within a Raedwald Trust setting at Key Stage 4. Placements are full-time for up to 2 years at a Raedwald Trust site. Pupils remain dual-roll with their mainstream school with the Raedwald Trust setting being subsidiary. Working together, the mainstream school and Raedwald Trust will ensure pupils are entered for their end of key stage examinations. Dependent on the pupil, some pupils may also continue to access learning within their home school environment in order to ensure that each pupil has the opportunity to be entered for a minimum of 8 GCSEs or equivalent qualifications.

Next Steps Key Stages 2 - 3

- **Pathway length:** 1 - 3 terms
- **Purpose:** To support pupils to prepare for transition to a new education placement after a period of intensive intervention at Raedwald Trust. Provision will seek to address the issues which have resulted in a child experiencing a complete barrier to attending mainstream school. In exceptional and extraordinary circumstances, a Next Steps pathway at Key Stage 1 may be available.
- **Overview:** Pupils will have complex barriers to learning that mean that they are unable to access a mainstream offer currently or in the near future and are most likely to need a long term specialist placement, although a few will be able to attend mainstream school after this programme.
- **Curriculum:** Across key stage 2 and 3, the curriculum is delivered through a blended approach of 1:1 teaching, on-site group teaching and/or online learning. Lesson delivery is through discreet subject teaching at Key Stage 2 and 3. Placement length and level of weekly support is varied and dependant on presenting pupil need. The initial curriculum offer is therefore focused on ensuring pupils access core subject teaching within English, maths and science as well as weekly sessions within PSHE and R.E. Weekly opportunities for Physical Education are also incorporated into the weekly offer.

Appendix 3

xxth date, 2020

Dear [mainstream school contact],

Re: New Local Authority Commissioned Alternative Provision Pathway places

(Available from the Raedwald Trust for September 2020)

We are writing to confirm that the pupil(s) identified below have been allocated a place within Raedwald Trust. As of September 2020, the Raedwald Trust will be offering support to pupils through a ***pathway model***.

PUPIL NAME	YEAR GROUP	PATHWAY ALLOCATION

The Raedwald Trust remain designated as Alternative Provision; the pathway model has been developed to support the local area by increasingly supporting pupils on a short-term and temporary basis to re-engage with mainstream education. The number of pupil spaces within different pathways have been agreed with the Local Authority considering the level of presenting need and subsequent staffing requirements. Amended dual placement agreements will be issued to ensure all stakeholders are clear about the length of placement, expectations and support mechanisms for families and schools. Pupils placed within a Raedwald Trust pathway will remain on-roll with their mainstream setting; Raedwald Trust will be subsidiary for the majority of pupils. The named mainstream school will therefore retain responsibility for ensuring pupils are entered for any statutory assessments and advising Raedwald Trust of any delegated responsibility for administration of examinations.

Transition for existing pupils:

Pupils who currently access a Raedwald Trust provision will be transitioned on to a pathway that is appropriate to their presentation and age/stage. Decisions around pathway allocations during this transition phase have been made by the Local Authority, as commissioners, using existing Raedwald Trust staff current understandings. This knowledge, evidence and referral paperwork for pupils has been used to understand these transitions. You should contact your allocated caseworker at the local authority if you have particular concerns about transition arrangements.

New Intake from September 2020:

For any new referrals, it will remain the responsibility of the mainstream school to be explicit about which pathway of support they are seeking when completing the Inclusion Referral Form. The Raedwald Trust remain a commissioned service of the Local Authority and pupil placement on a particular pathway will be determined by the Local Authority. Agreement of placement as well as start and end dates will subsequently be sought from the Raedwald Trust Admissions team.

If you have any further questions about methods of referral for LA commissioned spaces, please contact Family Services at Suffolk County Council.

To have a discussion with us about referring children/young people to our **separate traded services** offer, via Raedwald Trust Outreach Services, please visit our website at <https://www.raedwaldtrust.com/outreach-services/> or email referrals@raedwaldtrust.org.

We look forward to working with you this academic year.

Sincerely,

Appendix 4

Raedwald Trust – Home School Information

Pupil:	Home School:
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	Reading		Writing	Mathematics		Science
	Standard	Scaled Score	Standard	Standard	Scaled Score	Standard
Key Stage 1						
Key Stage 2						

Did he/she meet GLD: Yes or No

Did he/she pass the Year 1 Phonics Screening Check: Yes or No

Please could you complete the following to inform the pupil's Individual Learning Plan (ILP):

	Strengths	Difficulties
Written Expression		
Reading		
Mathematics		
Independent Learning		
Social and Communication Skills		

Please fill in the following information:

What does the pupil enjoy?	
What does the pupil find challenging?	
Triggers?	
Effective De-escalation?	

Additional documentation:

Please could you provide the following relevant documentation/information:

	Pupil exercise books / folders (as appropriate)
	Current progress information for core subjects, including most recent Alternative Tuition Service / Outreach report if supported by these services
	Relevant curriculum overviews for the current and next academic year. For KS4, please advise us which options have been chosen by the pupil.
	Any updates to current status (FNM/CIN/ CP/CIC) and key professionals involved
	Current attendance certificate for current academic year
	If the pupil is supported by an EHCP, copy of the latest Annual Review report.
	If there have been any updates to the Risk Assessment following completion of your referral, copy of updated risk assessment
	Form 8 / JCQ approval notice / picture of need if access arrangements have already been applied for
	UPN / ULN if not already included on referral form

