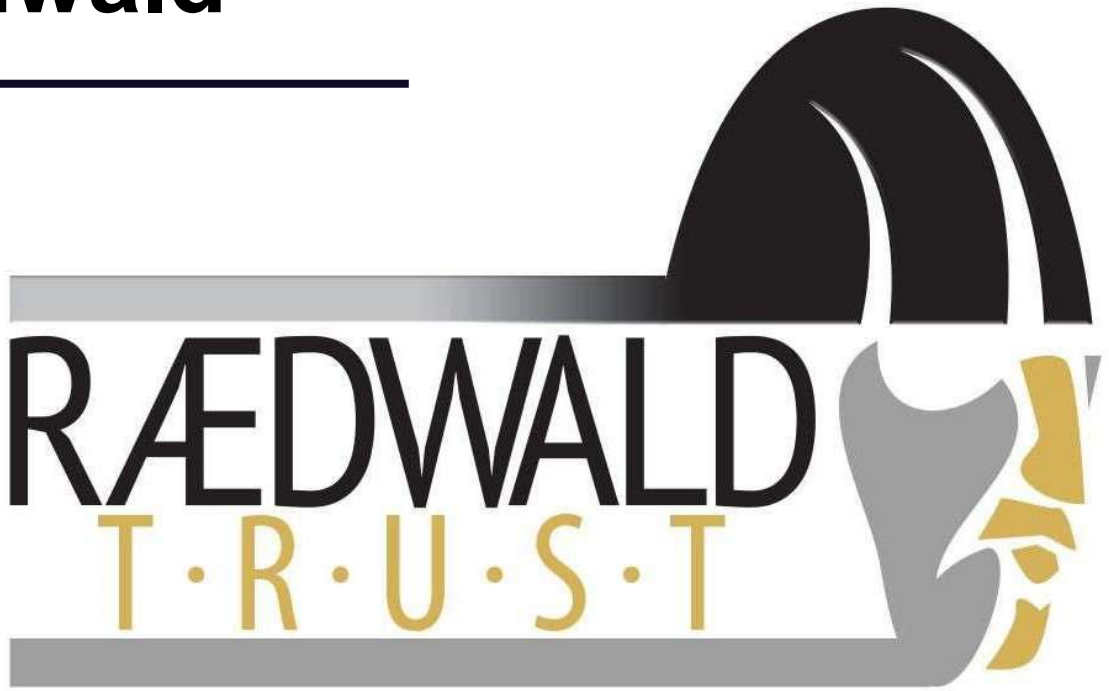
Pathways at Raedwald



JUNE 2021

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 traveler 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.

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2. Key findings and recommended actions following pathways evaluation May 2021

- Overall, the pathways model has been successful in improving the knowledge and understanding about PRU provision amongst mainstream settings.
- The model has allowed for the potential to increase the number of spaces available to support mainstream schools. If start and end dates are adhered to, this would ensure that more pupils are able to receive targeted, early intervention.
- The model has allowed the Quality of Education to improve across each pathway.
- Further collaboration is needed between RT and SCC so that all key stakeholders become conversant with the pathways offer.
- Compatibility assessments need to continue to improve to ensure the model is able to function and support pupils effectively.
- Further work to be done to ensure support is easy to access through the referrals system.
- Further testing is required to determine longer term pupil outcomes and impact.
- **The model requires further testing due to the substantial impact caused by Covid-19.**

2.1 Recommended Actions:

- RT to offer CPD to all SCC staff to further joint understanding of the pathways model and its purpose.
- Further embed communication with families to ensure families understand their child's progress and curriculum offer while attending RT.
- Ensure clear lines of responsibility and communication between RT, mainstreams and families.
- Develop structures that support pupils to understand their placement in PRU and how they will be supported moving forward.
- Develop mechanisms to allow closer interrogation of attendance data.
- Development of compatibility assessments to support pupil placement and wider stakeholder engagement.
- Consider further refinements to pathway offer to ensure the model is agile enough to meet presenting need.
- Further establish robust evaluation mechanisms of RT for future projects.

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3. 2021-2022 Pathway Overview and Descriptors

Springboard Pathway	
Duration	❖ 12 weeks (1 Term)
Age Range	❖ Key Stages 1 – 3
Description of Pupil Profile	❖ 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 Steps 1 & 2 of the Graduated Response, including consultation with SCC and having accessed specialist services where appropriate.
Nature of Placement	❖ Dual placement with mainstream school. Continues to attend school 3 days/week with 2 days per week at Raedwald site with weekly outreach support.
Objective of the Offer	❖ **To support pupil to succeed in their current mainstream school placement.** ❖ 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.
Transition Arrangement	❖ Pupil remains on roll of referring school throughout and returns to a full time attendance pattern at the end of the 12 week intervention.

Building Pathway	
Duration	❖ 6 -19 weeks (0.5 to 1.5 terms) ❖ Length of the programme will depend on the individual circumstances of the pupil and will be negotiated as part of admission.
Age Range	❖ Key Stages 1 – 3
Description of Pupil Profile	❖ 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: i) Pupil who has been permanently excluded and is without a school place.

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	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.
Nature of Placement	❖ Dual placement with mainstream school. Continues to attend school 1 day/week with 4 days per week at Raedwald site with weekly outreach support. ❖ Final 3 weeks of this placement are transition weeks. It is expected that in weeks 17 and 18 pupils will be accessing two full days at their mainstream setting and three full days in week 19. This will help to prepare them for a return to fulltime mainstream education in week 20.
Objective of the Offer	❖ **To support pupil to succeed in their current mainstream school placement or a new school following a permanent exclusion.** ❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner succeed in their mainstream school.
Transition Arrangement	❖ For pupils who have been permanently excluded: i) A new school should be identified at or soon after admission 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. ❖ For pupils who are dual-roll: 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.

Next Steps Pathway: Key Stage 1	
Duration	❖ A 1-year placement to allow for correct identification of need and possible EHCNA to facilitate onward referral.
Age Range	❖ Key Stage 1
Description of Pupil Profile	❖ Available to children without an EHCP for whom key stakeholders believe additional PRU support would allow capacity to support onward referral. ❖ Available to children with a primary SEND need of Communication and Interaction. ❖ Unmet Communication and Interaction needs may be presenting as behaviour challenges.
Nature of Placement	❖ Dual placement with mainstream school. Attends Raedwald Trust site 5 days per week.

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Objective of the Offer	❖ **To support mainstream setting to identify underlying SEND needs that may support onward referrals for additional input.** ❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner either succeed in their mainstream school or move on to specialist provision.
Transition Arrangement	❖ 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.

Next Steps Pathway: Medical	
Duration	❖ 2 – 4 terms (dependant on clinician advice)
Age Range	❖ Key Stage 4
Description of Pupil Profile	❖ Referral evidence from an appropriate medical professional, and relevant baseline / attendance data. ❖ Children and young people with a mental health need or a complexity of needs who may also need an EHA, TAF or CPA in place at the outset of involvement to ensure that a multi-professional approach is maintained. ❖ Pupils with the following needs can be referred: ○ those with medical / mental health needs as a primary need who are or will be absent from school for more than 15 working days (consecutive or cumulative absence due to the same illness) ○ pupils who have complex other needs but also have a secondary medical health need which is diagnosed as temporary and treatable ○ pupils who are re-integrating into school after a period of illness or injury ○ pupils who are frequently absent from school for short periods of time due to the nature of their chronic illness or following a course of treatment
Nature of Placement	❖ Dual placement with mainstream school. Attends Raedwald Trust in line with clinician advice.
Objective of the Offer	❖ **To support mainstream setting to identify underlying SEND needs that may support onward referrals for additional input.**

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	❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner either succeed in their mainstream school or move on to more specialist provision.
Transition Arrangement	❖ Raedwald Trust will support young people attending full time with them to plan for their adulthood and secure an appropriate post-16 offer. ❖ A new school should be identified at or soon after admission 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.

Focused Pathway	
Duration	❖ 1-6 terms, to be agreed at point of admission during KS4
Age Range	❖ Key Stage 4
Description of Pupil Profile	❖ 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: i) Pupil who has been permanently excluded and is without a school place. 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.
Nature of Placement	❖ Full time and dual placements of varying lengths, to be agreed at admission.
Objective of the Offer	❖ **To support pupils to achieve secondary age qualifications, develop their plan for adulthood and prepare for transition to a post 16 destination**. ❖ 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
Transition Arrangement	❖ Raedwald Trust will support young people attending full time with them to plan for their adulthood and secure an appropriate post-16 offer. ❖ For pupils who are Permanently Excluded:

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	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. ❖ For pupils who are dual-roll: 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.

4. 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.

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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.

4.1 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

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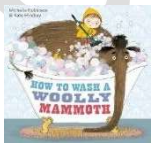
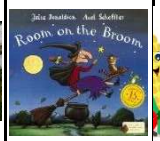
age/stage at admission. Units of learning are led by a driving question posed to pupils. The curriculum is experiential and each unit has a trip, visitor or experience linked to the unit.

Building Pathway Project Based Curriculum: This 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 based on a 4 day Raedwald Trust placement with 1 day each week spent in the home school (with RT outreach support to embed strategies). 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 6 - 19 week curriculum supports pupils who are 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 based on a 4 day Raedwald Trust placement with 1 day each week spent in the home school (with RT outreach support to embed strategies). 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

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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.

4.2 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.

4.2.1 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.

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- 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.

4.3 Next Steps Pathway Curriculum Outline

Overview Next Steps Pathway: Medical

The pathway aims to offer a broad and balanced curriculum to meet the educational and emotional needs of each pupil, whilst taking into account their medical needs and treatment plans. Specific aspects of the curriculum will be prioritised to ensure that pupils can continue to access examinations and are well-prepared for wider life. This will include a focus on Reading, RE and citizenship, PE and other core curriculum areas.
The curriculum offer will be primarily a topic-based curriculum specifically designed by staff at the setting. This will wherever possible link to current areas of study, aims and objectives provided by the home school. Teachers will also draw upon the Trust level curriculum to supplement this, where required. This may also include an aspect of supported study for those pupils aiming for end of Key Stage examinations.
A key aspect of the curriculum identity will be the degree of flexibility and extent to which learning is planned and adapted in collaboration with pupils, their families, and the home school.

The curriculum diet and method of delivery will depend on the duration and nature of a pupil's placement and treatment needs. The ultimate aim is to offer an engaging curriculum created in collaboration with pupils and their home school. The setting will use its best endeavors to minimise any disruption to a pupil's education and ensure, where possible that the curriculum a pupil receives is in line with that of their peers.
In most circumstances, where pupils are able to access a full offer, core subjects would be taught in the mornings with a range of foundation subjects taking place in the afternoons. The emphasis of these sessions will be tailored to address the therapeutic, social, or emotional needs of the pupils. Regular opportunities to engage in a range of activities designed to support the building of relationships, confidence, emotional resilience, and self-esteem will be offered to pupils. The delivery of the curriculum will be dependent on the pupils' presentation. Timetable variations would be agreed in line with clinicians, home schools and families.

4.4 Next Steps Pathway Curriculum Outline

Overview Next Steps Pathway: Key Stage 1

This 1 year 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 1-year at a Raedwald Trust site. The curriculum is derived directly from the EYFS profile and the National Curriculum up to the end of the Key Stage 1 National Curriculum. It is designed as a concentric curriculum

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where learning is revisited to enable progression and long-term knowledge acquisition. Subject programmes of study span from EYFS to Year 2 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.

5. Pathway Routines and Procedures

5.1 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

5.2 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

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10	50	
11	55	
12	60	
13	65	
14	70	End of placement report (including transition support recommendations) submitted to mainstream school Transition and end of placement review meeting with mainstream school
15	75	
16	80	Supported transition back to mainstream - At least 2 full days in mainstream school
17	85	Supported transition back to mainstream - At least 2 full days in mainstream school
18	90	Supported transition back to mainstream - At least 3 full days in mainstream school
19	95	Supported transition back to mainstream - At least 3 full days in mainstream school
20	100	Full return to mainstream setting

5.3 Focused - (Deadlines will vary depending on student start dates)

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	

5.4 Next Steps Key Stage 1

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Terms	Weeks	Required Actions/Deadlines for completion
1	1-6	Weeks 1-3: Entry assessment/Transition unit
	7-12	Completion of onward referrals for support (ie. EHCP referrals, SAP referral, IYFAP referral, etc) Review meeting
2	13-18	
	19-24	Review meeting
3	25-30	
	31-36	End of placement report (including transition support recommendations) submitted to mainstream school Transition and end of placement review meeting with mainstream school

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