# Raedwald Trust Pathways Evaluation 2021:

Executive summary

Following the publication of the PDP report on Alternative Provision in Suffolk, in 2020, Suffolk County Council (SCC) agreed a trial of the new Pathways model to be delivered by the Raedwald Trust (RT). The purpose of this reconfiguration was to increase access to PRU provision across Suffolk and to improve the quality of provision through PRU placements. The Pathways model was matched against existing funding models which were built on 190 annually commissioned places for pupils across all Raedwald settings (KS1-KS4). Following commission, the Raedwald Trust modelled four discrete pathways to offer pupils requiring PRU placements a bespoke offer, depending on their presentation and needs. Each pathway uses a variation of the Raedwald Trust curriculum, which is built to offer students a robust academic offer that fulfils statutory entitlement, alongside high-quality pastoral support.

The Pathways model was launched in Autumn 2020. This evaluation was commissioned in Spring 2021 to support the Raedwald Trust in understanding the impact of the Pathways model against its two core aims. The evaluation has been run under a robust evaluation framework, supported by independent evaluators. The core methodology includes structured inquiry interviews, fixed choice Likert scale surveys and qualitative and quantitative analysis of documentation and data.

In implementing the Pathways model, the Raedwald Trust sought to bring further clarity to the referrals system to ensure that students were placed within the most appropriate setting and provision to support their needs. While the funding model remained the same, the Pathways model allowed the Raedwald Trust to extend the reach of their support to a greater number of students, through setting clear parameters around the length and structure of the placements. In the academic year 2020-21, the model has created the potential to support over 300 students annually, depending on adherence to the proposed models and ease of access to PRU support through the referrals system. As of 26th April 2021, 258 pupils were considered at the Alternative Provision Panel (APP) since October 2020. This includes referrals from SCC Family Services and mainstream schools (including pathway extension requests).

SCC Inclusion Team and APP Referral Summary 2021	
Total referrals to APP (southern area and KS1 west area covered by RT)	126
Pupils passed to RT for consideration	89 (at least 9 of these pupils were already attending an RT setting)
Number of pupils placement agreed	78
Number of pupils requiring further discussion	4
Number of pupils turned down by RT	5

Admissions 2018-2021
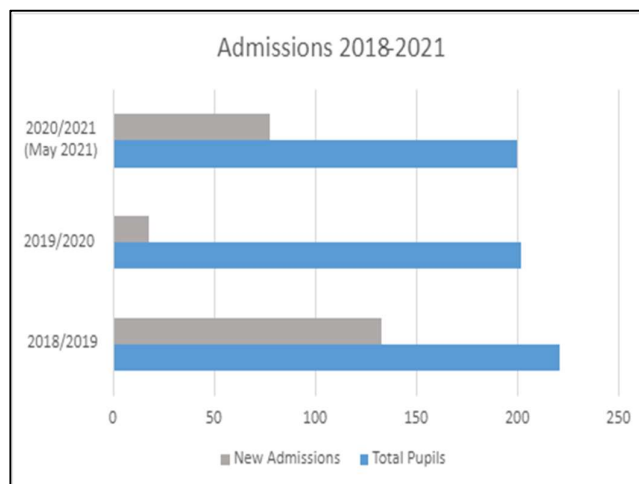
Figure 1: *Potential places available on a weekly and annual basis through pathway model*

	Spring	Building	Next	Focused	ON-SITE
Mon	19	44	26	101	190
Tues	19	44	26	101	190
Wed	0	44	26	101	171
Thurs	19	44	26	101	190
Fri	19	44	26	101	190
WEEKLY	38	44	26	101	209
ANNUAL	114	88	26	101	329

Figure 2: *Space distribution and comparison between 2019-20 and 2020-21 pathway model implementation.*

In the data set below, students from 2019-20 cohorts have been mapped against the most closely matched Pathway in the new 2020-21 modelling. This allows for close comparison of the number of available places and those taken up year on year.

Springboard Pathway Overview (by pupil not Full Time Equivalent (FTE))						
	2019/2020	Spaces Occupied Sept 2020	Weekly Occupied May 2021	Weekly Spaces Available	Annual Occupied May 2021	Annual Spaces Available
KS1	7	11	9	12	25	36
KS2	0	0	4	10	9	30
KS3	3	0	1	16	1	48
KS4	0	0	0	0	0	0
TOTAL	10	11	14	38	35	114

Building Pathway Overview (by pupil not FTE)						
	2019/2020	Spaces Occupied Sept 2020	Weekly Occupied May 2021	Weekly Spaces Available	Annual Occupied May 2021	Annual Spaces Available
KS1	4	3	4	6	8	12
KS2	4	9	9	18	14	36
KS3	16	13	17	20	29	40
KS4	6	0	0	0	0	0
TOTAL	30	25	30	44	51	88

Focused Pathway Overview (by pupil not FTE)						
	2019/2020	Spaces Occupied Sept 2020	Weekly Occupied May 2021	Weekly Spaces Available	Annual Occupied May 2021	Annual Spaces Available
KS1	0	0	0	0	0	0
KS2	0	0	0	0	0	0
KS3	2	0	0	0	0	0
KS4	110	80	87	101	97	101
TOTAL	112	80	87	101	97	101

Next Steps Pathway Overview (by pupil not FTE)						
	2019/2020	Spaces Occupied Sept 2020	Weekly Occupied May 2021	Weekly Spaces Available	Annual Occupied May 2021	Annual Spaces Available
KS1	5	0	0	0	0	0
KS2	22	6	6	6	6	6
KS3	19	13	12	20	13	20
KS4	4	0	0	0	0	0
TOTAL	50	19	18	26	19	26

Conclusions drawn from Figure 2:

i. The number of short-term, part-time places (e.g. Springboard/Building Pathway – 12-19 weeks) has been significantly increased. A large number of available spaces have not yet been taken up by SCC.

ii. The number of long-term placements (e.g. Next Steps Pathway – 1 year +) was significantly reduced in the academic year 2020-21 in an attempt to improve adherence to clear start and end dates of the pathway model.

In the evaluation of this model, it is important to note the impact of the Covid pandemic on the execution and evaluation of the new Pathways structure. This interrupted the continuity of each pathway and this resulted in schools requesting extensions for students due to interrupted placements. There are notable impacts on students' presentation and needs, which have had to be addressed both for those students in existing placements and those who are newly placed in the Pathways. Covid has also impacted on the ability of the Raedwald Trust to implement robust outreach support and this is reflected in the number of students whose placements have been extended. This evaluation will therefore narrate actions undertaken and impacts recorded but cannot fully or robustly evaluate the model as it was originally intended.

1. Context of the project:

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 questions 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 stakeholders 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 was 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.

1.1 Project objectives:

  1) Improve the clarity of parameters within commissioning guidelines.
  2) Ensure that pupils, families and mainstream schools have a clear understanding of the PRU model and the purpose and structure of a PRU placement.
  3) Clearly define the curriculum offer to pupils, ensuring that PRUs commit to supporting high-quality learning and education in harmony with mainstream offers, where appropriate.
  4) Develop stronger and more transparent systems and processes around how places are allocated and enacted.
  5) Reduce the number of incompatible placements to ensure that all pupils receive the best possible provision during their placement.
  6) Improve the inherent knowledge and understanding of commissioning teams about the services available and potential impact of PRU placements.

1.2 Core evaluation questions:

For this evaluation, these objectives were refined to agree key areas of focus as follows:

Core Evaluation Questions
1. To what extent has the pathways model improved the knowledge and understanding of key stakeholders about the identity and scope of the provision?
2. To what extent has the pathways model improved the capacity of the Raedwald Trust (RT) to deliver effective PRU provision to vulnerable pupils in Suffolk?

2. Evaluation Approach

2.1 Fixed choice surveys

Responses from fixed choice surveys of key stakeholders were collected and thematically analysed. Surveys were built to examine key themes linked to the core evaluation questions of this project. These were written jointly by Raedwald Trust and Suffolk County Council. Links to surveys were shared with mainstream settings who had accessed support from Raedwald Trust through the academic year 2020/2021. A second survey was also shared with existing or former families/carers who had a child that received support during this timeframe as well. Careful consideration was given to the construction of the fixed choice surveys. This was to ensure that responses given were reflective of experiences of the pathways model rather than experiences of accessing PRU provision more generally. Questions were constructed to ensure there was no assumed knowledge and the mechanism for delivery of the surveys offered the opportunity to elaborate on their views subsequently if respondents wished to do so.

2.2 Structured group inquiry interviews

Evaluators met with key stakeholders within Raedwald Trust settings (leaders and pupils) and Suffolk County Council (members of Family Services, Inclusion Services and the Provider Development Team). These interviews followed a structured inquiry model to capture responses to key evaluation questions but also to ensure that stakeholders had the opportunity to explore the impact of the project more widely.

The structured inquiry model ensured that all stakeholders were asked the same questions and had the opportunity to respond openly to key lines of inquiry. As stakeholders are varied, this model ensured that each had the opportunity to narrate the success and challenges of the model in their own context. The outcomes of these interviews were thematically analysed with key themes extracted to inform this review.

2.3 Evidence sources

Evidence and information has been collected and analysed from a broad range of sources to ensure that the full range of perspectives have been considered in the findings of the evaluation. Inputs and processes informing each evaluation question were outlined within the original evaluation framework (Appendix A).

Key information that informed the evaluation summary came from:

- Parent/carer and mainstream school surveys
- Interview transcripts and recordings
- Admissions data
- Reduced timetable data
- Pupil case studies
- SEND data (including 2019 and 2020 school census data)
- Learning and Education Committee (LEC) reports
- Attendance data

- External curriculum review reports
- Internal Quality of Education review reports
- Pupil outcomes including assessment and transition records
- Pathway descriptors
- Dual placement agreements

2.4 Refined Evaluation Questions:

1. To what extent has the pathways model improved the knowledge and understanding of key stakeholders about the identity and scope of the provision?
a. Are key stakeholders clear about the identity and scope of the provision?   b. What contributing factors have supported this?

2. To what extent has the pathways model improved the capacity of the RT to deliver effective PRU provision to vulnerable pupils in Suffolk?
a. Is provision stronger* as a result of the implementation of the pathways model?   b. What actions, systems or principles have led to this?

It is essential to be clear about the metrics against which success are measured. It is also important to acknowledge the limitations of this evaluation due to the global Covid pandemic and the impact that this has had on the smooth delivery of the pathway models. In addition, it is noteworthy that the pathways model has only been running for seven months and therefore impact seen will be in its infancy and a more longitudinal evaluation will be necessary to fully understand the impact of this now profile of PRU delivery.

What do we mean by 'Is provision stronger…':

- *Improved quality of education, as defined by external review and end of Key Stage outcomes*
- *Improved attendance and access to 25 hour provision*
- *Proportion of successful transitions back into mainstream settings*
- *Proportion of pupils requiring specialist provision who have been subsequently placed appropriately*

Judging the success of PRU placements requires a multi-faceted review. While some aspects of this may specifically relate to pupils' outcomes, on a broader scale, it is important to evaluate the impact of this model on commissioning systems and the ease with which families and schools can access support.

3. Project Outcomes

Key information has been collated and thematically analysed to inform the recommendations of this report. It is also important to note the limitations of the evaluation evidence gathered during a global pandemic.

3.1 To what extent has the pathways model improved the knowledge and understanding of key stakeholders about the identity and scope of the provision?

1. a) Are key stakeholders clear about the identity and scope of the provision?

Evidence sources, including structured interviews and survey data, indicate that there is a discrepancy in key stakeholder understanding of the pathway model. Survey responses indicate that mainstream schools feel that they have a secure understanding of the purpose and structure of the placements. Across other stakeholders, including families and SCC, responses to this were variable.

While most families, mainstream settings and Suffolk County Council (SCC) representatives were clear about the intended purpose of a PRU placement only 50% of families could name their child's pathway specifically. Large numbers of families indicate satisfaction with the placements, which indicates a clarity around the scope of the provision, however there were mixed responses and ideas about intended future outcomes for their children. Specifically, 18 out of 27 family respondents were invited to contribute to determining their child's outcomes and 4 families cited that they had had no communication at all.

All SCC staff respondents, comprised of members of the Inclusion Team, provider development team and Family Services, were aware that referrals go through the Inclusion Team Alternative Provision Panel (APP). Structured inquiry interviews recorded very little awareness of the role of RT before the point of transition or of RT in identifying the appropriate pathway for each individual case. The majority of SCC respondents did not comment about RT's role in supporting appropriate pathway placement (e.g. through robust compatibility assessment).

Out of 32 mainstream school respondents, representing all key stages and all pathways, 28 schools were clear about which pathway pupils were on. 27 schools were clear about the start and end dates for the placement; out of the 5 who were not clear, 4 of these settings were secondary. Nearly all respondents had an idea about what the next steps were at the end of the placement, whether that was reintegration or access to alternative support. 4 schools had requested an extension to the pathway while 8 responses identified an unmet need for specialist placement or ongoing support. This is borne out in the findings of the PDP report. Nearly all respondents were clear about the responsibilities of both the mainstream school and Raedwald Trust in terms of dual placement of pupils.

In all key stages, pupils had a mixed understanding about the reason for their placement within a PRU. Equally, there was a mixed understanding about what would happen at the end of their placement and only a small proportion of pupils knew how long their placement would last. Most pupils were able to describe their transition into PRU; this was largely described as school visits, meetings and home visits.

3.2 To what extent has the pathways model improved the knowledge and understanding of key stakeholders about the identity and scope of the provision?

1. b) What contributing factors have supported this?

Evidence including structured inquiry interviews and survey data, obtained from families, pupils and mainstream schools indicated satisfaction over the levels of Raedwald Trust (RT) communication, positive relationship building and skills of staff (including compassionate practice and safeguarding).

> *"I have been thoroughly impressed with how simple the process has been from the point of referral to the children starting placement and onwards. Every member of staff I have spoken to from Raedwald Trust, from office staff to the headteacher have been incredibly kind and helpful. Communication is always efficient and nothing is made to feel as though it is too much. The staff quickly build positive relationships with both the pupils and the parents of those pupils who attend their setting."*

Families reported that the key methods of communication from RT had been through meetings or phone calls. 86% of families felt satisfied that their child was making good progress in ongoing placements. 63% of families felt satisfied that pupils made good progress after the placement was complete.

Pupils had variable responses about their ongoing relationships with mainstream settings but all were clear about how RT communicated with their families, citing specific and known discussion points. A minority of pupils identified some multi-agency working in terms of their placement.

A significant number of mainstream settings reported communication with RT was very strong and a small number report that this has improved over time. Many identified a closer working relationship with RT had supported understanding of dual placement agreements and responsibilities. 91% of schools said they receive regular updates from RT about their pupils. Schools reported that they appreciate the ability to refer at any time and anecdotally, this has improved access to support. At the point of referral, 28% of schools reported that accessing support had not been easy whilst 48% reported that support was easy to access. 24% of schools identified no significant change. Out of 32 schools, 50% said that RT was the first point of contact to confirm pupil placement; 34% cited SCC as the first point of contact and 9% had contact from a different organisation first. 75% of mainstream schools identified that they had received support within days or weeks of initial referral.

A majority of SCC respondents reported some level of improvement in communication, particularly around expectations and responsibilities of key stakeholders. A minority of staff identified a lack of engagement from mainstream settings as a complication when identifying appropriate pathways for individual students. A minority further identified a lack of clarity about how and when pupils begin a placement as well as a lack of understanding about why RT should be involved in the agreement of placements or naming of appropriate pathways or compatibilities. Since September 2020, RT admissions team have shared a weekly update with SCC that includes updates on placement discussions and/or agreements about pupil compatibility. This includes start and end dates mapped across each pathway at each RT school site.

Future considerations:
- How do we collectively communicate the identity and scope of PRU placements to children and their families?
- What systems need to be in place to ensure that SCC and RT share important intelligence about the identity and scope of the Pathways model?
- How do we interrogate the understanding and expectations of mainstream settings to ensure that there is a clear and shared vision about the identity and scope of a PRU placement?

3.3 To what extent has the pathways model improved the capacity of the RT to deliver effective PRU provision to vulnerable pupils in Suffolk?

2. a) Is provision stronger* as a result of the implementation of the pathways model?

Curriculum

The second core aim of implementing the Pathways model was to improve the quality of PRU provision accessed in Suffolk. This referred specifically to:

- The delivery of statutory entitlement
- Better quality of education
- Reduction of the number of students accessing less than a 25-hour minimum offer.

This is underpinned by the key principle, from the Timpson Review (2019), "*Every child, regardless of their characteristics, needs or the type of school they attend, deserves a high-quality education that allows them to flourish and paves the way to a successful future.*" Evidence sources including timetable analysis, curriculum reviews and RT internal monitoring mechanisms indicate that provision is stronger within the pathways model; it is inconclusive whether this is directly linked to the pathway model itself or rather a Trust wide focus on improved quality of education for all pupils. Due to the evaluation being conducted in the very early stages of the implementation of this model, it is difficult to definitively determine the longer-term impact of the pathways model against overall quality of education. Early signs outlined through evaluation processes are highly positive. The Raedwald Trust recommends a period of close evaluation and monitoring to ensure early signs are confirmed with further and more robust evidence.

Evidence from survey data with mainstream schools indicated that 62.5% of respondents had previously accessed support from RT (prior to September 2020). Many of these schools commented positively about RT, remarking on an improved curriculum offer and good communication and collaboration with mainstream settings. For schools who had pupils who had completed placements, 80% indicated they felt satisfied with the progress their pupil had made. Of those schools with ongoing pupil placements, 65% of schools said they were satisfied with pupil progress. The majority of SCC respondents, through structured interviews, did not feel able to comment on the curriculum offer to pupils.

> *"Excellent communication, excellent working relationships with the setting, professional support, training, and advice for school staff. The pathways definitely make it clearer for mainstream schools to understand and access support."*

Structured interviews with pupils' reveal that most pupils can describe a range of curriculum subjects and additional activities that they access within their school. A large majority of pupils were very positive about the enrichment opportunities available to them within the curriculum but only some pupils were satisfied with their current progress.

Through structured interviews, the majority of leaders demonstrated a greater awareness of statutory entitlement and could discuss the work they had completed to enable this (or the ongoing plans they have to achieve this).

There has been a significant improvement in some sites around access to statutory entitlement as seen through external curriculum reviews and internal quality of education reviews. This has created greater levels of accountability around standard deviations for students not receiving statutory entitlement. All leaders described increased clarity around the mechanisms for meeting statutory entitlement across a dual placement; one site identified difficulties in increasing breadth of offer due to subject specialist staffing gaps.

> *"The pathways model has raised our awareness of stat entitlement."*
>
> *"I am convinced our models were an improvement on what mainstreams felt able to offer those children."*

Leaders in some sites felt that the offer is significantly enhanced due to the clear curriculum pathways and a robust Trust level curriculum model. Most leaders also identified that the curriculum has been built bespoke for each pathway which has ensured staff make use of *"every available minute for learning".* Some leaders were uncertain if a direct correlation could be drawn between the pathways model and improved access to statutory entitlement.

> *"Having clearly defined Pathways allowed us to plan a bespoke curriculum which was driven by pupil need and took into account pathway length. We were able to plan a concentric curriculum where children have revisited learning to build on prior knowledge and aid long term memory. We were also able to make conscious decisions around the fundamentals we included in our curriculum, and clearly communicate these to mainstream settings. This has resulted in increased pupil progress across core subjects as well as in pupils Personal, Social and Emotional Development."*

Externally commissioned Quality of Education reviews also show an almost unanimous improvement in the delivery of statutory entitlement and the bespoke offer to students across RT sites.

> *"The Raedwald Trust KS1 - KS4 sites have carefully considered statutory entitlement, in some areas the proportionality of core content in subject areas such as Mathematics and English have been refined and mapped across pathways, to ensure that pupils have the opportunity to build key knowledge and skills. This has meant that pupils receive a high quality diet of statutory entitlement delivered with a clear focus on identifying gaps and accelerating learning during their time at Raedwald." - Gemma Griffiths, Curriculum Consultant*

The pandemic has limited the available standardised assessment data against key national benchmarks. However, Learning and Education Committee (LEC) reports show that there has been a significant improvement in the quality of the curriculum offer to students, resulting in some good progress. As outlined by Ofsted, progress is demonstrated by what pupils know, remember and are able to do as a result of teaching.

At KS4, the combined offer to students across sites for vocational and academic qualifications has been significantly broader and a greater number of students have been entered for at least 5 GCSEs or equivalents, across a larger range of subjects. At GCSE this has included entries in: maths, statistics, Biology, Double science, English literature, English language, iMedia, Art, Photography, Geography, RE, History and MfL at GCSE. Arts Award qualifications are able to be achieved through art and design, STEAM and music.   At KS1, KS2 and KS3 all pupils have access to their statutory entitlement. A significant focus on improving Reading outcomes has resulted in an improvement in the number of pupils returning to mainstream reading fluently and at an age-appropriate level.

Using pupil case studies (Appendix D), a sample of pupils were reviewed across all key stages and pathways to further examine pupil progress holistically. Case studies reveal that many pupils are making good progress across a variety of pathways and key stages. Access to a broad curriculum is evident through each case study corroborating feedback from leaders that statutory entitlement is now more consistently achieved. Outcomes for pupils are consistently good, particularly in terms of PSED development across all key stages.

Anecdotally, leaders indicate that across Springboard, Building and Focused pathways many pupils are engaging positively and making progress. Within the Next Steps pathway, leaders felt that progress for pupils was less clear and identified that families and mainstream settings were less clear about intended outcomes. As is evident from SEND pathway analysis, pupils occupying places on the Next steps pathway have inherently more complex and diverse needs than pupils on alternative pathways. This results in a need for a much more personalised offer and therefore leaders must take a much broader approach about what progress looks like for each individual pupil.

Induction

The Pathways model has allowed RT the opportunity to develop a robust and flexible induction suite. This supports early identification of needs and ensures that students who arrive with EHCPs are properly assessed and inducted into the most appropriate pathway. As noted by the PDP (September 2020):

> *"The primary objective of an alternative provision is to provide specific support around barriers to learning in order to enable pupils to return to either their referring school or a new mainstream school. In recent years, alternative providers within Suffolk have, on occasions been unable to meet this objective for a number of pupils. As was acknowledged during the PDP for Specialist Education provision, this is in part due to a growing demand for specialist education places within Suffolk, many of which are not yet available. This has resulted in some pupils being educated within alternative provisions, whose needs would be more appropriately met within specialist provision. Whilst the process of developing new provision is ongoing via the SEND Capital Programme, it is acknowledged these placements can on occasions present APs with significant challenges."*

On referral, the pathway model infrastructure allows RT to obtain previous data from dual placement and previous contexts which enables better understanding of pupil presenting needs. The model has also helped establish a system for monitoring PSED whereby referral schools are asked to complete baseline assessments. Individual Learning Plans (ILPs) help to successfully identify needs and set targets for staff to focus learning.

Through this induction process, the pathways model has strengthened RT's capacity for ensuring that temporary provision is appropriate, creating a framework that has increased the ability to consider compatibility within existing pupil populations.

Pupil structured interviews revealed that many pupils were able to identify how they were first introduced to their RT school and some of the steps involved throughout induction. Upon agreement of placement, 50% of mainstream schools indicated that RT was first to contact them to progress admission; 34.4% had first contact from SCC.

Compatibility

When evaluating the pathways model, it is important to recognise that the model sought to ensure pupils were placed within the most appropriate provision through a collective understanding of presenting need against existing cohorts. Prior to the implementation of the pathways model, limited consideration was given to the compatibility of an individual when placed with existing pupils. The pathways model has allowed RT to strengthen communications with Suffolk County Council and some wider organisations so that a greater level of consideration is given to how pupils will integrate. While this is a positive step forwards, there is clearly more to be done in this area to ensure that compatibility assessment is robust and routinely used when considering PRU placements.

Figure 3: SEND comparison by national mainstream school, national PRU setting and Raedwald Trust. National data is derived from census data for 2019 and 2020 respectively.

SEND overview comparison
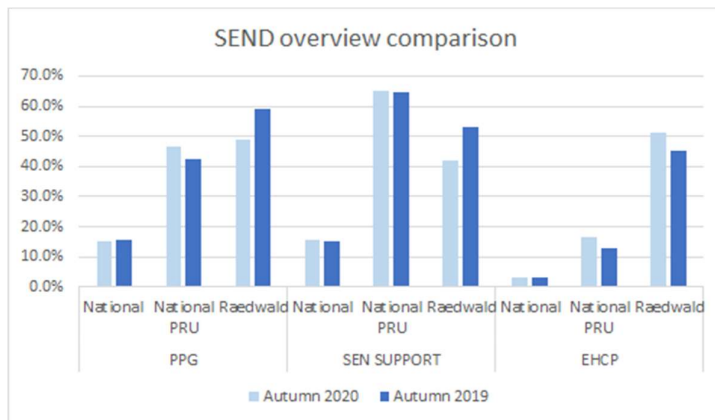
Conclusions drawn from Figure 3:

    i.   Compared to PRUs nationally, RT is supporting nearly three times as many pupils with an EHCP.

    ii.   Although RT are still supporting a significant number of children with EHCPs, the pathways model has allowed RT to ensure presenting needs can be mapped to a pathway rather than a particular RT site where pupil presentation and SEND needs could be highly mixed/variable.

Figure 4: Breakdown by SEND type across Raedwald Trust autumn 2021 compared to National PRU data obtained from 2020 census data. *RT data is based on SENCO identification of primary SEND*
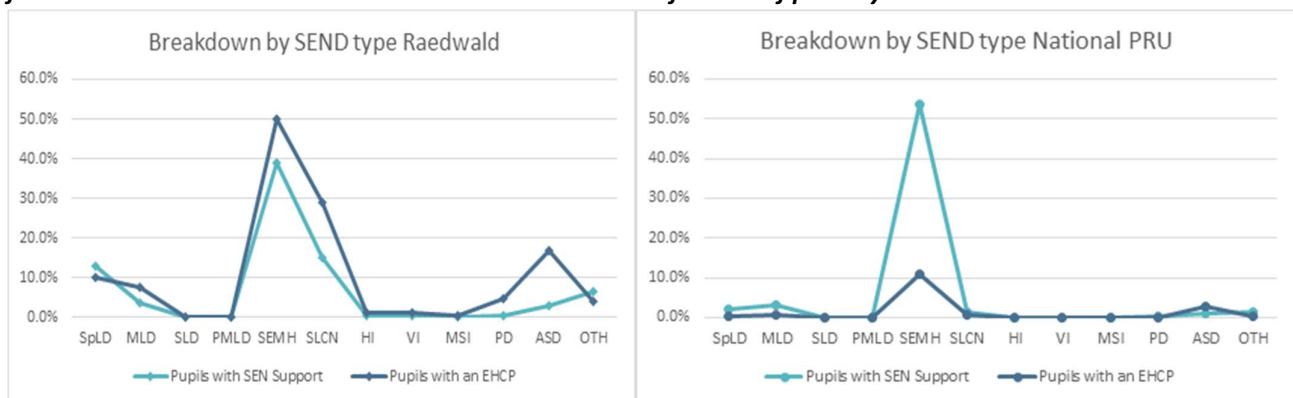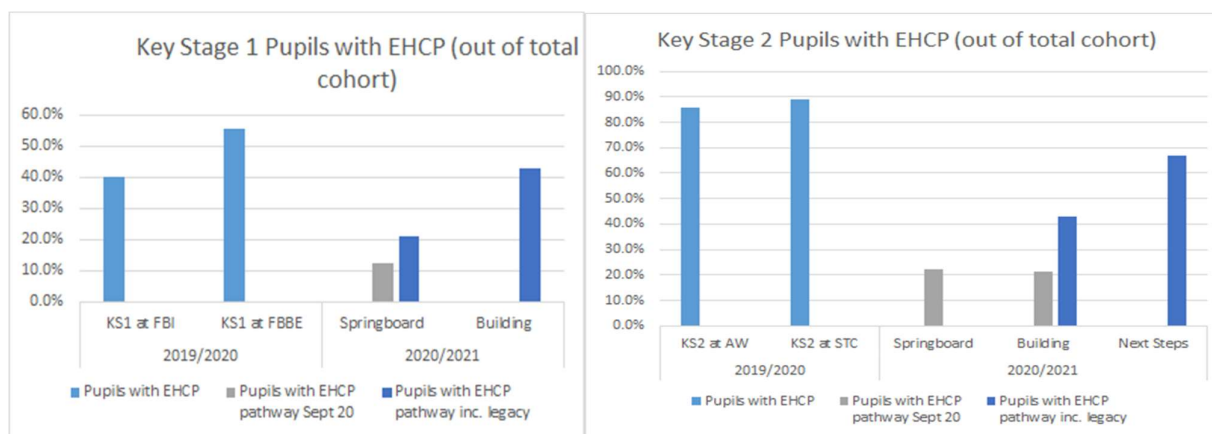

Conclusions drawn from Figure 4:

    i.   The distribution of presenting SEND need is highly mixed within RT; by comparison primary SEND need in national PRU settings is relatively uniform.

    ii.   Wide ranging SEND needs are difficult to accommodate and support without careful compatibility assessments. In order to accommodate this wide range of needs, it is important that all stakeholders are clear about existing cohorts and the substantial impact of accommodating a wide range of SEND as a singular pupil population.

The proportion of pupils requiring specialist provision, who have been subsequently placed in onward provision appropriately at Key Stage 3 and 4 has not been possible to measure due to the timing of this evaluation. However, in Key Stage 1 and 2 settings, the number of pupils who have remained at their PRU for over 1 year or over 2 years has reduced. This may indicate that the pathways model has ensured pupil presenting needs are being quickly identified and subsequent onward support facilitated ensuring less children remain in short-term PRU provision long-term.

Figure 5: Primary Phase - Impact of model on creating targeted pathways to support complex SEND pupils with EHCPs

Data for "Pupil with EHCP pathway Sept 20" refers to pupils who have been placed via the pathways model. Legacy refers to 2019/2020 pupils who were transitioned into the pathways model; these were not new referrals.

Figure 6: Secondary Phase - Impact of pathways on creating targeted pathways to support complex SEND pupils with EHCP
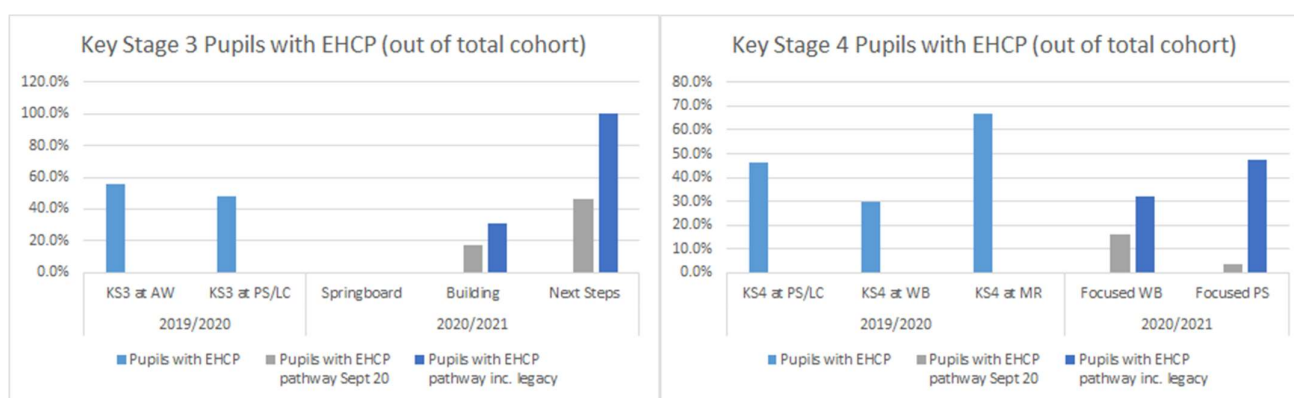
Conclusions drawn from Figures 5 and 6:

- Since the implementation of the pathways model, fewer pupils with an EHCP (who potentially require specialist provision) have been placed in short-term and temporary PRU provision.
- Although the number of pupils with an EHCP placed in PRU provision remains high, the pathway model has ensured that complex SEND pupils requiring long-term specialist support are less frequently placed within populations of pupils who are well suited to accessing mainstream provision.

Return to Mainstream

Despite the disruption of Covid, resulting in pathways not always being executed as they were intended, the number of students transitioning back into mainstream settings has also increased this year. To date (and not including children who are still accessing support but will return to mainstream) transition back to mainstream across key stages 1 -3 has been:

2019/2020		2020/2021 (11.05.2021)		
Key Stage 1	Key Stage 2/3	Key Stage 1	Key Stage 2	Key Stage 3
14	6	19	9	8

This may indicate that the provision delivered through pathways has been more closely matched to pupil needs with key stakeholders working more effectively to ensure fewer children remain in short-term PRU provision as a stop gap whilst specialist provision is sought.

Attendance and reduced timetables

Attendance data shows that the pathways model has not had a significant impact on overall pupil attendance to offer. Attendance within primary settings remains the strongest; secondary settings have recorded a further reduction in attendance following the summer national lockdown due to Covid-19.

*Figure 5: Attendance data Autumn 2019 and Autumn 2020*
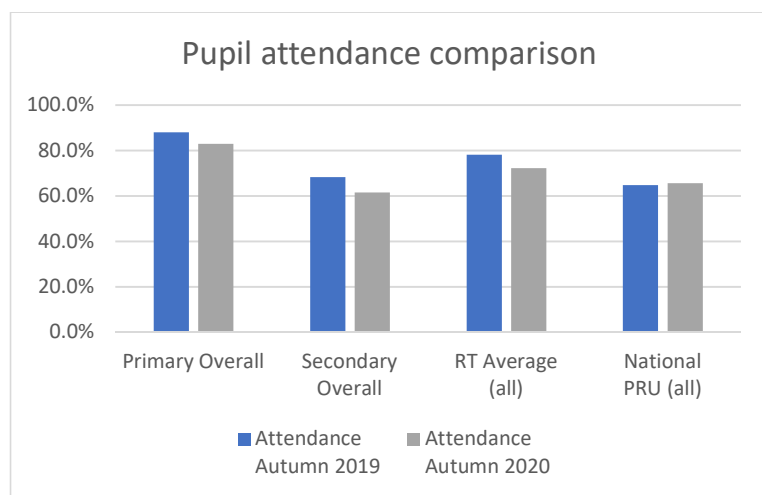
At a national level, we know that attendance within PRU provision is an area of weakness. As a sector, there continues to be a need to focus on improving overall attendance whilst simultaneously understanding the varying starting points and educational history of many pupils who access PRU support. For pupils who have accessed mainstream education via reduced timetables or who have historically been poor attenders, RT will need to continue to work with families, SCC and mainstream schools to proactively address this.

When considering reduced timetables at RT, some leaders commented that the pathways model had significantly improved 25 hour access while a number of other leaders identified that access had remained the same despite the disruption caused by Covid-19. A small minority of leaders were unable to conclusively link improvements in 25-hour access to the pathways model. Some leaders also stated that although it is clear that the pathways model has improved access to 25 hours, in the case of dual placements, it is not clear that access to a full-time offer is being mirrored or gradually improved in mainstream settings. Indeed, structured interviews with pupils revealed that many felt their attendance and engagement had improved since starting at Raedwald Trust.

> *Because they attend with us full-time, some schools further reduce their mainstream offer to account for the time with us (Raedwald Trust).*

Evidence from structured interviews with SCC shows that many felt unable to comment on whether or not the pathways model had improved the number of pupils accessing a reduced timetable. A small number of SCC staff believed that reduced timetables were more prevalent despite evidence seen in reduced timetable data to the contrary.

Figure 6: Reduced timetables analysis
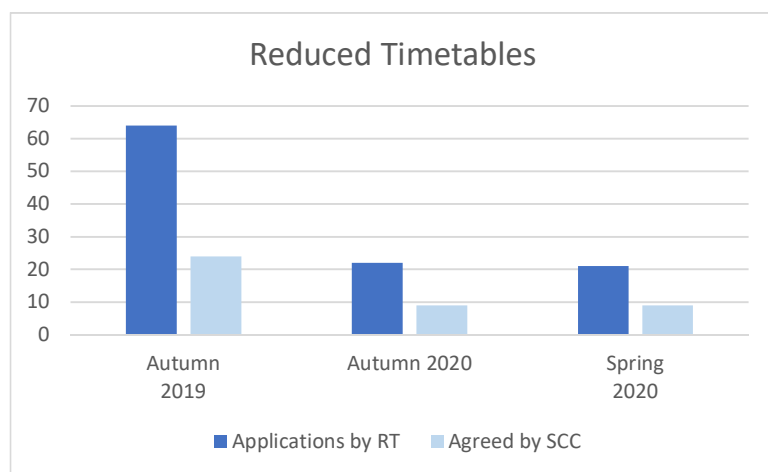
Conclusions drawn from Figure 6:

i.   Raedwald applied for 2/3 less reduced timetables in Autumn 2020 – this indicates greater ability to offer 25 hours access to provision using the pathways model. This could be due to: flexibility, number of options available, improved curriculum provision, number of children on the pathways, strengthening of systems and processes for induction, changes to referral mechanisms.
ii. Broadly the same proportion of reduced timetable requests were agreed by Suffolk, albeit for a far smaller number of students. This means that the pathways model has not necessitated an increase in the number of students not accessing 25 hours.

3.4 To what extent has the pathways model improved the capacity of the RT to deliver effective PRU provision to vulnerable pupils in Suffolk?

2. b) What actions, systems or principles have led to this?

While investigating our second core aim, evidence was gathered through surveys and structured interviews with mainstream schools, pupils, SCC and RT leadership. Many pupils and mainstream schools indicated that good

relationships with families and a wraparound approach supported positive engagement. A small number of pupils identified smaller group sizes and 1:1 support as important while others recognised support from teachers who employ specific SEND strategies and teaching strategies supported them to engage.

Survey data from mainstream schools indicated that many felt clarity, communication and collaboration had supported positive engagement with the pathways model. A small number identified a notable and greater focus on curriculum while the majority of schools listed strong and robust safeguarding systems had benefitted the model too.

Most leaders felt that external challenge and support had enabled their development of a bespoke curriculum offer across each pathway. This had additionally supported a focus on statutory entitlement and access to 25-hour provision for each pupil. Many leaders also cited clearer Trust accountability and support systems have ensured focused support for each child on a clearly defined pathway. Some leaders felt that the clear start and end points as well as the robust transition arrangements of each pathway allow careful planning to meet the core aims of each placement.

Future considerations:
- How do we ensure that all stakeholders understand the curriculum offer to students on each pathway?   - What mechanisms need to be put in place by RT and SCC to improve overall attendance, particularly at KS3 and KS4?   - How can key stakeholders forge a more cohesive and coherent approach to ensure that the placement delivers the necessary pastoral and academic support?   - How do we use the Springboard pathway to work in partnership with mainstream schools to support complex SEND pupils, particularly at secondary school? Could fractional placements be used to broaden our ability to support complex cases whilst specialist is sought or for pupils with specific and recurrent medical needs?

4. Findings

- 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.**

5. 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.

- Establish synergy in evaluation mechanisms between SCC and RT when there is significant spend or shift in practice.

Appendix A: Evaluation Matrix

Evaluation activity / Evaluation question	Fixed choice survey - families – SPCN/RT P & C	Fixed choice survey – mainstream schools	Individual structured reflection - SCC commissioning teams	Individual structured reflection – RT leaders	Individual structured reflection – RT pupils	Documentary analysis	Quantitative analysis
To what extent has the pathways model improved the knowledge and understanding of key stakeholders about the identity and scope of the provision?							
a. Are key stakeholders clear about the identity and scope of the provision?	Y	Y	Y		Y	Y	
b. What contributing factors have supported this?	Y	Y	Y		Y		
To what extent has the pathways model improved the capacity of the RT to deliver effective PRU provision to vulnerable pupils in Suffolk?							
a. Is provision stronger* as a result of the implementation of the pathways model?		Y	Y	Y	Y	Y	Y

			Y	Y	Y	Y		
b.	What actions, systems or principles have led to this?							

Appendix B: Fixed choice surveys

Fixed choice survey - Families

Parent carer survey

Raedwald Trust started its pathway model in September 2020 as a trial. It is a new approach to structuring Alternative Provision in Suffolk, and we are trying to find out what families experiences of the model have been, so, we have contacted the families of all pupils this academic year. When we refer to pathways, what we mean are the differing placement lengths and curriculum offer now available across the Raedwald Trust. These are:

Springboard Pathway: A 12 week curriculum offer through a 2 day/week placement with Raedwald Trust.

Building Pathway: A 19 week curriculum offer through a 5 day/week placement with Raedwald Trust.

Focused Pathway: A longer term curriculum offer (for Key Stage 4 pupils only) that can support for up to 2 years.

Next Steps Pathway: A longer term curriculum offer (for Key Stage 2 and 3 pupils only) that can support for up to 1 year.

This short survey will ask how aware you were of the steps involved in the pathways, and ask you to share some of your experiences. If you are then willing to give your contact details, Suffolk Parent Carer Network may follow-up with you. This is entirely optional.

UNDERSTANDING

	Question	Answer choices One answer only
1	What Key Stage/academic year is your child or young person in?	**KS1:** Reception, Year 1, Year 2

		KS2: Year 3, Year 4, Year 5, Year 6
		KS3: Year 7, Year 8, Year 9
		KS4: Year 10, Year 11
2	Has your child received a permanent exclusion at any point throughout their education?	Y/N
3	Does your child have an Education, Health and Care Plan?	Y/N
4.1	Do you know what pathway your child or young person is on? (If yes then progress straight to Q4.2, no Q6 shows)	Y/N
4.2	**If yes,** which pathway?	Springboard Building Next Steps Focused KS4
5	Do you know when the pathway started/ends?	Y/N
6	What are your child's next steps at the end of their placement?	

EXPERIENCE

7.1	Were you invited to be involved in determining your child's outcomes?	Y/N
7.2	What form did this involvement take?	Meeting Email/Letter Phone call Other
8	Is your child's placement ongoing? If Yes, Q8.1 If No, Q8.2	Y/N
8.1	If the placement is ongoing, are you satisfied that your child is making good progress against the agreed outcomes?	Y/N
8.2	If the placement is complete, were you satisfied that your child achieved their intended outcomes?	Y/N
9	Name up to three things that you were satisfied with during your child's placement.	1. 2. 3.
10	Name up to three things that would have improved your satisfaction with the placement since September.	1. 2. 3.
11	Would you be willing to share your contact information for follow-up? If you choose, you can also be involved in a small focus group.	Name, contact number, contact email

Fixed choice survey – mainstream schools

Mainstream school survey

Raedwald Trust started its pathway model in September 2020 as a trial. It is a new approach to structuring Alternative Provision in Suffolk, and we are trying to find out what mainstream school experiences of the model have been therefore we are getting in touch to seek your feedback. When we refer to pathways, what we mean are the differing placement lengths and curriculum offer now available across the Raedwald Trust. These are:

Springboard Pathway: A 12 week curriculum offer through a 2 day/week placement with Raedwald Trust.

Building Pathway: A 19 week curriculum offer through a 5 day/week placement with Raedwald Trust.

Focused Pathway: A longer term curriculum offer (for Key Stage 4 pupils only) that can support for up to 2 years.

Next Steps Pathway: A longer term curriculum offer (for Key Stage 2 and 3 pupils only) that can support for up to 1 year.

This short survey will ask how aware you were of the steps involved in the pathways, and ask you to share some of your experiences. If you are then willing to give your contact details, we may follow-up with you. This is entirely optional.

UNDERSTANDING

Question	Answer choices

1	What Key Stage/academic year is the pupil who accessed a Raedwald Trust pathway currently in?	**KS1:** Reception, Year 1, Year 2
		KS2: Year 3, Year 4, Year 5, Year 6
		KS3: Year 7, Year 8, Year 9
		KS4: Year 10, Year 11
2	Had this pupil received a permanent exclusion at any point throughout their education prior to joining your school?	Y/N
3	Does this pupil have an Education, Health and Care Plan?	Y/N
4.1	Do you know what pathway this pupil is on? (If yes then progress straight to Q4.2, no Q6 shows)	Y/N
4.2	**If yes,** which pathway?	Springboard
		Building
		Next Steps
		Focused KS4
5	Do you know when the pathway started/ends?	Y/N
6	What are your pupil's next steps at the end of their placement?	
7	Are you clear about your responsibilities as the named mainstream school, as per the pathway Dual Placement Agreement?	Y/N
8	Are you clear about the Raedwald Trust school responsibilities as per the pathway Dual Placement Agreement?	Y/N
9	Are you clear about the curriculum your pupil is accessing while attending their Raedwald Trust school?	Y/N
10	Do you receive regular updates from the Raedwald Trust school supporting your pupil?	Y/N

EXPERIENCE

7.1	At the point of referral, how easy was it to access support for your pupil?	**Likert Scale:** 1. Not easy at all 2. 3. Relatively easy 4. 5. Completely easy
7.2	Who made contact with you initially to advise a placement at Raedwald Trust had been agreed?	SCC
		RT
		Parent/Carer
		Other
7.3	Once support was agreed, how quickly did your pupil receive support?	Days
		Weeks
		Months
8.1	Had you ever accessed PRU support previous to September 2020?	Y/N
8.2	If yes, please list any differences that you have noticed.	

9	Is your pupil's placement ongoing? If Yes, Q9.1 If No, Q9.2	Y/N
9.1	If the placement is ongoing, are you satisfied that your pupil is making good progress against the agreed outcomes?	Y/N
9.2	If the placement is complete, were you satisfied that your pupil achieved their intended outcomes?	Y/N
10	Name up to three things that you were satisfied with during your pupil's placement.	1. 2. 3.
11	Name up to three things that would have improved your satisfaction with the placement since September.	1. 2. 3.

Appendix C: Structured interviews

1. SCC commissioning teams

To what extent has the pathways model improved the knowledge and understanding of key stakeholders about the identity and scope of the provision?	
	Open
Are key stakeholders clear about the identity and scope of the provision? What contributing factors have supported this?	1. What was your understanding of the nature of each PRU placement?
	2. What is the purpose of a PRU placement?
	3. How do you identify the most appropriate placement or pathway for a pupil?
	4. What happens when a pupil is referred by a school for additional support?
	5. What communication has there been between key stakeholders about placements on pathways?
	6. How has the pathways model changed the way that you work with the RT to place and support pupils?

2. To what extent has the pathways model improved the capacity of the RAT to deliver effective PRU provision to vulnerable pupils in Suffolk?	
	Open
a. Is provision stronger* as a result of the implementation of the pathways model? b. What actions, systems or principles have led to this?	1. What is your understanding about how statutory entitlement is fulfilled within a dual placement agreement?
	2. Describe the amount and type of education that pupils accessing RT pathways received.
	3. What do you know about the curriculum offer that pupils on each pathway are receiving?

2. RT Leaders

2. To what extent has the pathways model improved the capacity of the RAT to deliver effective PRU provision to vulnerable pupils in Suffolk?	
	Open
a. Is provision stronger* as a result of the implementation of the pathways model?	1. What is your understanding about how statutory entitlement is fulfilled within a dual placement agreement?
	2. Describe the amount and type of education that pupils accessing RAT pathways received.
	3. What do you know about the curriculum offer that pupils on each pathway are receiving?
b. What actions, systems or principles have led to this?	4. What is the quality of education like for pupils on each pathway? Has this changed?

3. RT Pupils

To what extent has the pathways model improved the knowledge and understanding of key stakeholders about the identity and scope of the provision?	
	Open
Are key stakeholders clear about the identity and scope of the provision? What contributing factors have supported this?	1. Do you know why you were placed at a PRU?
	2. Do you know what will happen at the end of your placement?
	3. How long will you be at this school?
	4. What contact do you have with your mainstream school?
	5. How were you supported in transitioning to this school?
	6. How does the school communicate with your family?

2. To what extent has the pathways model improved the capacity of the RAT to deliver effective PRU provision to vulnerable pupils in Suffolk?	
	Open
Are key stakeholders clear about the identity and scope of the provision? What contributing factors have supported this?	1. Do you attend school more since your placement?
	2. What subjects do you study?
	3. What other learning experiences do you have?
	4. Are you satisfied with the progress that you're making?
	5. What helps you learn at this school?

Appendix D: Pupil Case Studies

Pupil case study 1: KS4 Focused Pathway

Key Stage: 4	Pathway: Focused
Intended outcomes of the placement: Provide a smaller context for the student to manage their anxieties. Successful re-engagement with academic studies and to secure a portfolio of qualifications and successful application to KS5 provider	
Curriculum provision: Full time Weekly diet: Tutor time, SEN Cake and Chat, English language, English Literature, Mathematics, Statistics, Art & Design, Photography, Biology, PSHE including walk and talks, RE, Music, ICT, Media Special Effects, PE, Life Skills including cooking and budgeting, careers.	
Input: • Home visit on referral to meet the family and discuss a plan, a tour of the school with the Head and taster sessions were provided. • After admission we drew up an ILP and worked on targets to manage student's anxieties and needs across subject areas. • The team used a graduated approach to devising a bespoke curriculum and develop learning and teaching in different subject areas. The curriculum provision started by focusing on the students strengths in Art & Design to build confidence and the curriculum was grown in line with the students ILP offering stretch and challenge. • The SENCO worked closely with the student on EHCP targets putting in to place provision and providing bespoke CPD to the staff team on Autism and sensory awareness. The SENCo also employed the use of a	

- therapy animal in school, and worked with the student on strategies for managing his anxiety in school e.g. using a blanket and identifying safe places.
- A life skills programme was put in place where the student researched a recipe, shopped for ingredients, and learned to cook and eat with others.
- A bespoke PSHE programme was put in place to address individualised gender identity needs.
- The school worked closely with external agencies to support areas targeted in his EHCP, hosting art therapy sessions and providing a safe space for the student to meet and grow a relationship with a new social worker.
- Music lessons were provided including singing and song writing, collaborating with other students culminating in an online music production. We have also found opportunities to broaden his cultural horizons when he took part in a live performance at Snape Maltings.
- We provided other opportunities for the student to work collaboratively by taking part in an art class hosted by an alternative Raedwald provision.
- We have supported the student with understanding his next steps, researching courses and helping with college applications and interviews held via TEAMs. We have supported the student to improve their reading with daily reading tasks and trips to the library and local bookshops. Online book subscriptions were provided during lockdown and the student has a regular supply of reading materials to use at home.
- We have built strong relationships with parents including daily welfare checks and regular parents evenings with printed reports.
- During the March 2020 lockdown we provided daily phone calls to the family to support during a difficult time.
- We provided transport for the student during a period of family bereavement and worked closely with their dual placement school when a younger sibling was struggling.
- We had a regular half termly meeting with the dual placement school to update on academic and social progress with all safeguarding concerns immediately communicated.

Output (what was the outcome?):
- At the beginning of his placement, this student could not leave one room for his session or be in a room with other students. He could not eat in front of other students. At the beginning of the placement, he was regularly self-harming and there were many e-safety concerns. He was disengaged with academic work and overwhelmed by school. He struggled with relationships and caused offence to other students. He had a history of hiding or running away from school when he became overwhelmed.
- By the end, he could communicate his needs confidently and ask for help from a range of people. He has built a range of positive relationships with staff and students. He has increased the number of subjects that he will engage with and has successfully achieved targets set out in ILPS.
- The student has been entered for 7 GCSES (English Lit, English Language, Maths, Statistics, Art & Design, Photography, Biology), 3 Level 2 Functional Skills qualifications (English, Maths, and ICT) and two other Level 2 equivalent awards (Arts Award silver and L2 Food Hygiene)
- If Summer 2021 TAGs are accepted, the student is on track to exceed expected progress from baseline assessments across all subject areas.
- The student has been accepted on to a Level 3 course at Suffolk One to study Art & Design.

Pupil Case Study 2: KS4 Focused pathway

Key Stage: 4	Pathway: Focused
Intended outcomes of the placement: To support pupil to re-engage in education following PEX from his mainstream school. Pupil's baseline, induction and referral data show that he will benefit from access to a broad curriculum.	
Curriculum provision: Weekly diet: Will attends full time and accesses the full curriculum. Previously he has also attended Eastern Regional Training.	

	Tutor	1	2	3	4	5	6
Mon	NP	Science	English	PSHE	Art	IT	Geography
Tue	NP	IT	History	Geography	Music	Maths	English
Wed	NP	Music	P & E	Science	History	English	Maths
Thu	NP	Maths	P & E	Art	Geography	IT	Options
Fri	NP	History	P & E	Science	Art	Transition	Options

Input:

- Nurturing pastoral system including tutor activities to support SMSC development and daily meet and greets
- ILP targets focused on developing core skills across the curriculum and social interaction skills
- Small teams of adults
- Identified key worker with support of daily 1:1 chat times to check his emotional wellbeing and progress
- Traffic lights communication aid in lessons
- Access to learning toolkit
- Small group learning
- Access to additional adults in the classroom
- Regular home/school liaison
- IAG support from transition team including CV writing, mock interviews and support with post-16 research and application
- Access to lunchtime club and after school clubs and activities
- Supervised rest breaks in exams
- Identified safe space when he needs support regulating his emotions
- Bespoke 1:1 catch-up and revision sessions to complete GCSE Geography in 1 year
- Provision of a laptop to support home learning, along with 1:1 remote sessions and daily contact with staff during lockdown.

Output:

This pupil joined in September 2020 at the beginning of year 11 following a permanent exclusion. He is expected to achieve GCSE (or equivalent qualifications) in English, Maths, Science (double), Geography, Religious Studies, iMedia, and Arts Award.

Subject	Autumn 2020	Spring 2021
Maths	2	3
Science	2	3
Geography	2	2
Philosophy	3	4
Art	En3	En3

This pupil has consistently met his ILP targets and has developed positive relationship with staff and peers. He has worked with transition staff to identify a post-16 course that is in line with his abilities and interests and has completed his application.

Communication skills have developed and he has successfully engaged with mock interviews.

Pupil Case Study 3: KS4 Focused pathway

Key Stage: 4	Pathway: Focused
Intended outcomes of the placement:	

- To support pupil with engagement in learning across the curriculum.
- Support pupil with identified mental health difficulties and interaction skills.
- Ensure pupil is able to access an appropriate post-16 provision.

Curriculum provision:

Weekly diet:

Pupil attends full time and accesses the full curriculum. This pupil is a bilingual student and has been entered for a GCSE in Polish, in addition to the core curriculum and her option subjects.

	Tutor	1	2	3	4	5	6
Mon	NP	Science	English	PSHE	Art	IT	Geography
Tue	NP	IT	History	Geography	Music	Maths	English
Wed	NP	Music	P & E	Science	History	English	Maths
Thu	NP	Maths	P & E	Art	Geography	IT	Options
Fri	NP	History	P & E	Science	Art	Transition	Options

Input:
- Nurturing pastoral system including tutor activities to support SMSC development
- Daily meet and greet with familiar staff to ensure welfare and support with concerns
- ILP targets focused on developing core skills across the curriculum developing relationships with peers
- Small teams of adults
- Identified key worker with support of daily 1:1 chat times to check his emotional wellbeing and progress
- Traffic lights communication aid in lessons
- Access to learning toolkit
- Small group learning
- Access to additional familiar adults in the classroom to offer academic and emotional support
- Regular home/school liaison
- IAG support from transition team including CV writing, mock interviews and support with post-16 research and application
- Access to lunchtime club and after school clubs and activities
- 25% extra time in assessments
- Identified safe space when she needs support regulating his emotions
- Liaison with native speaker to support with completion of Polish GCSE
- Provision of a laptop to support home learning, along with 1:1 remote sessions and daily contact with staff during lockdown.

Output:
- When this pupil joined in year 10, she was very uncommunicative with staff and students, and would speak very quietly. She had mental health issues which impacted her learning, particularly around food and eating.
- When this pupil moved to a new site, she had a very dependent relationship with one particular student and would not attend if that student was not in school.
- She is currently on track to achieve her target grade GCSEs in English, Maths, Science (double), Geography, Philosophy and Ethics, Creative iMedia, Art and Modern Foreign Language. She has consistently made progress across the curriculum and has developed the confidence to speak out when she needs further support.
- She has built positive friendships with a variety of students, and will confidently speak with peers and adults.
- She has successfully engaged in mock interviews and will have access to post-16 visits.

Subject	Autumn 2020	Spring 2021
Maths	3	5
Science	2	3
Geography	5	5
Philosophy	L2 (mock)	5

Art	1	2
MfL	7/8	7/8

Pupil Case Study 4: KS3 Next Steps pathway

Key Stage: 3	Pathway: Next Steps

Intended outcomes of the placement:
- To identify suitable long-term placement (not known as of yet)
- To be able to concentrate for at least 20 minutes of independent learning activities (on track to achieve by end of placement)
- To be able to appropriately express his emotions to adults when he is feeling overwhelmed (achieved).
- To be able record his thoughts and ideas in a legible manner, concentrating on the size and quality of his letters (making progress but still working towards).
- To be able to follow the rules and routines of the learning environment so that he can access a range of curriculum lesson (achieved).

Curriculum provision:
- Pupil has previously accessed discrete English, Maths, Science, IT, PSHE, Philosophy and Ethics, History, Geography, PE, Art, Food Technology and Creative Communication.
- Pupil is currently accessing our PBL (project-based learning) curriculum (this includes PSHE, English, Maths, Science)
- Pupil is also accessing discrete Food Technology, Art, Creative Communication, PE, Reading and Music lessons as well as Deben Community Farm.
- Reward activities
- Cultural Capital programme – Enrichment activities (subject to COVID) and cultural resources offered to all students

Input:
- Highly differentiated and amended curriculum personalised to specific pupil needs.
- Close monitoring of EHCP targets and provision to support progress with outcomes.
- Highly supported social times/modelling
- Pastoral support including access to a Mental Health First Aider and close links between home and school.
- Access to Third Party providers and enrichment activities
- Breakfast Club
- School Council
- Regular communication with home to share progress and update ILPs.
- Literacy interventions
- Small group support (typically 2 adults to 6 pupils)
- Annual Review
- Communication between home and Family Services to support parents in finding the next provision for PUPIL
- Regular rest breaks
- Use of sensory objects to help self-regulation
- Regular review of provision
- Pastoral support during the day
- Walk and Talk
- Key worker

Output:
- When pupil first came to us he had low self-esteem and very low confidence in himself as a learner. He was unable to have appropriate interactions with peers, unable to regulate his emotions and would interrupt any conversations. He would also crawl around the floor and pretend to be an animal.
- He has increased his confidence as a learner and is able to participate in more challenging tasks. He is able to have appropriate conversations with peers, follow instructions, have discussions with staff and peers appropriately and is more mature in his presentation. Safeguarding has also decreased following the support provided by the pastoral team.

Additional data/information:

English

Achievements:

- Able to infer meaning.
- Able to extract information from a text.
- Made some progress on spelling and writing but this continues to be an ongoing difficulty for PUPIL.
- Is able to use strategies to find the spelling of unfamiliar words.
- Correctly answers multiple choice questions using extraction and inference.
- Is able to summarise the main points of a text.
- Is able to describe information from a text.
- PUPIL can use evidence to support implicit meaning and ideas.
- He has made progress in writing fiction and recording his opinions.
- Able to use paragraphs accurately most of the time.
- Able to use compound sentences.
- Subject-verb agreement is better.
- Able to use punctuation more reliably.

Maths

This pupil has learnt and is secure in the following areas.

He can:

- show the place value of each digit
- add large numbers
- subtract large numbers
- add decimals
- subtract decimals
- multiply 2 digits by 1 digit
- Use BODMAS to make calculations
- Explain that a percentage is out of 100
- Recognise hours, 1/2 past & 1/4past on an analogue clock
- Recognise any time on an analogue & digital clock
- Complete a tally chart
- Complete and understand a pictogram and bar chart
- Tell the difference between area & perimeter
- Calculate perimeter of simple shapes
- Identify acute, right and obtuse angles
- Understand the idea of impossible, likely and certain

Pupil Case Study 5: KS3 Next Steps pathway

Key Stage: 3	Pathway: Next Steps

Intended outcomes of the placement:

- To secure long term specialist placement (not yet achieved).
- To be able to consistently engage in academic lessons in a small group setting (not achieved).
- To be able to seek support appropriately from an adult when he needs help (not achieved).
- To be able to use a chosen strategy to help him regulate his emotions when he is struggling with his peers (not achieved).
- To be able to manage the school day with prior knowledge of any changes that will be happening (not achieved).
- To be able to use strategies so that he can manage his sensory needs, particularly with smells (not achieved).

Curriculum provision:

- Pupil has had a range of curriculum provision available to him. At the beginning of his placement he had access to discrete: English, Maths, Science, IT, PSHE, Philosophy and Ethics, History, Geography, PE, Art, Food Technology and Creative Communication.
- In addition, a number of Third Party Providers were offered to this pupil. He has been accessing Eastern Region Training.
- Throughout pupil has had access to:
  - Reward activities
  - Cultural Capital programme – Enrichment activities (subject to COVID) and cultural resources offered to all students
- More recently, he has been accessing a reduced timetable due to his difficulties attending RT site.
- Pupil's timetable is reviewed regularly and is adapted in response to pupil need.

Input:
- Highly differentiated and amended curriculum personalised to specific pupil needs.
- Close monitoring of EHCP targets and provision to support progress with outcomes.
- Highly supported social times/modelling
- Pastoral support including access to a Mental Health First Aider and close links between home and school.
- Access to Third Party providers and enrichment activities
- Breakfast Club
- Regular communication with home to share progress and update ILPs.
- Literacy interventions
- Maths intervention
- Small group support (typically 2 adults to 6 pupils)
- 1:1 support
- Annual Review
- Communication between home and Family Services to support parents in finding the next provision for pupil
- Regular rest breaks
- Physical activity built into pupils's timetable
- Regular review of provision and timetable
- Key worker
- Emotion and Wellbeing Hub Referral
- Focus on basic literacy and numeracy skills
- Differentiated learning activities with an objective that pupil can achieve each lesson to build up his self-confidence
- Consistently using positive feedback and reward
- Prompts and reminders to help pupil stay on task
- Use of growth mindset approach
- Use of visual resources including a visual timetable
- Small, manageable tasks
- Use of language that is clear and reduces the demands placed upon pupil
- Access to a scribe or computer to record his ideas/answers
- Timetable adapted when needed
- Access to school nurse
- Access to support from school PCSO

Output:
- Despite a vast amount of support provided by RT, this pupil has made very little progress within our setting. This pupil is currently on 1:1 support and on a part-time timetable. Whilst he has made small amounts of progress within English and Maths, he is still displaying aggressive behaviour on a daily basis. It is clear that this pupil needs a provision that is above and beyond what can be offered in a short-term small group setting.
- The Next Steps Pathway has enabled staff to have a secure understanding of this pupil's needs but has also meant that he has been placed within RT for 1 year with little to no progress being made.

Additional data/information:

English
Has made limited progress in the following areas since his admission: - Reading accuracy and fluency - Pupil is able to give an opinion on a topic. - Answering questions using extraction.
Maths
Has made limited progress in the following areas since his admission: - Place vaulue - Addition and subtraction of whole numbers - Division using the bus stop method - Multiplication of 2 digits by 1 digit

WRAT4 Assessment (maths)
Standardised Score: 75

Pupils Case Study 6: KS3 Springboard pathway

Key Stage: 3	Pathway: Springboard
Intended PSED outcomes of the placement: • Making relationships: Initiates conversations, attends to and takes account of what others say. • Managing feelings and behaviours: Can usually adapt behaviour to different events, social situations and changes in routine. • Making relationships: Takes account of what others say. • Managing feelings and behaviours: Understands own words and actions affect other	
Curriculum provision: During morning sessions at Springboard pupils engage in PSED, English, Maths lessons, Phonics and/or Reading Skills; based on a concentric model. The afternoon is given over to intervention sessions that include PSED, Design and Technology, Mixed Media and/or Leisure and Recreation. Cultural capital opportunities such as visitors and trips that link to the specific Projects covered over the 12 week placement.	

KS3 Springboard – 2 day curriculum					
Learning Themes					
	Transition Unit	Unit 1	Unit 2	Unit 3	Unit 4
Topic theme	All About Me 'Transition Unit'	Fierce Fighters or Disasters	Believe it or not	Monsters	Villains & Ethics
Driving Question	Who am I?	What makes a fierce fighter? Or What was the worst disaster?	Is everything you read true?	What makes a monster? Or Is Dystopian the best Genre?	Does Crime Pay? Or Should animals be kept in a zoo?
Core Subject Curriculum					
Literature Spine	See main project	Contemporary/Poetry/ Texts that aren't texts	World/Female Protagonists	Heritage/Non-narrative/Female Protagonists	Texts that build cultural capital/BAME authors
NC/ Writing Focus	Assessment: Fiction (Story Writing) or Non Fiction	Fiction (Story Writing - adventure)	Non-Fiction (Writing to inform and explain - Non-chronological report/formal & informal	Fiction (Story Writing - Genre)	Non-Fiction (Writing to inform and explain - Non-chronological report/formal & informal
Reading	Reading comprehension mix	VRI	Vocabulary (language meaning/use)	Retrieval (key aspects/sequence/summarise/meaning /comparisons)	Inference (meaning/predict/authorial intent)
End Product/ Sharing focus	Fit in with main project	Creative Story Writing	Leaflet/ Presentation/ Factfile	Creative Writing Story	News Paper Article/ Presentation
Maths Area			Number		
Maths NC	Number Strand Mix	Understand & represent number	Understand fractions and decimals	Understand & represent number	Understand & represent number
		Calculation	Percentages	Calculation	Calculation
Therapeutic Intervention and the Wider Curriculum					
Personal , social & emotional dev Identity & membership: Creative/ sharing aspect	Fit in with Project running at time. Art & Design - exhibition of self-portraits/ Cooking - afternoon tea / or move into Project sharing aspect	Core Theme 1: Mental health and emotional wellbeing. Art & Design - exhibition Fighters and or Disasters (create your own volcano)	Core Theme 2: Relationships – Social influences. Cooking - Food from around the world	Core Theme 1: Mental health and emotional wellbeing. Media - 'Mocktails and Movie' afternoon/ Photos and film	Core Theme 2: Relationships – Social influences. Media - Collective persuasive presentations
Sport & Leisure	Fit in with main topc	Sport, gardening, leisure activities	Positive Futures	Gymnastics	Positive Futures
Cultural Capital - Locality Experience	Cooking - Class afternoon tea or Visit to Museum of London - Suffragettes	Visit to Museum of London - Suffragettes or London Dungeons	Visit Ripleys	Visit to a studio/Theatre/ Film	Police or Zoo or Forensic Science Experience
World of Work Visitor (work & career)	Baker (afternoon tea link) or Gallery	Public Services	Visit to local newspaper?	Local writers/authors	Visit to the Zoo - careers with animals or Careers in the police

Every pupil will begin with a Transition Unit 'All about me', which will seek to provide a comprehensive overview of where a child's starting point is in the key areas of English, Maths and Personal, Social and Emotional Development. In response to this and the weekly reports received by the home school additional interventions are put in place. For this pupil these included spelling interventions and targeted maths.

Weekly diet: This dual placement consists of - Monday Tuesday at Springboard Hub, Wednesday (support offered by Springboard Lead as indicated on the weekly home school feedback sheet) and Thursday and Friday in mainstream school.

Input:

- Initial visit to school to meet with key individuals (SENCo and pastoral team), the pupil and lesson observations of the pupil.
- Visit to Springboard Hub to complete admissions meeting with parents, pupil, Headteacher, and Springboard Lead to establish daily rhythms, school protocols and pupil needs. Great chance to meet the family to establish a positive working relationship.
- Deliver - bespoke curriculum including EHCP targets, if appropriate.
- Activities promoting life skills and cultural capital.
- Weekly support and/or outreach support offered to homeschool
- Weekly outreach visit to family(as requested needed)
- Daily contact with parent
- Supported Mainstream with EHCP application and other referrals.
- Initial planning, weekly reports to home school, mid placement review and exit review (to be conducted when placement ends)

Output:

Background - When pupil started at RT setting, he attended his home school infrequently and spent a majority of his day with the pastoral team. When he did attend lessons he became dysregulated often, with the majority ending in behaviour reports and concerns. As a result he was experiencing increasingly less successful interactions and time in school was declining further.

At his admissions meeting both mum and the pupil were very clear about the type of lessons that he enjoyed and what he would and would not participate in.

Impact:

This pupil quickly engaged with the adults at RT and began to smile and initiate conversations. He benefitted from a calm but highly structure environment that enabled him to have a degree of safety and control over his day; this was key for a pupil with ASD.

As such the pupil worked well at the hub, enjoying the 1-1 support he received. All strategies (choice, clear order, humour, praise, modelling how to engage positively and politely) used (as detailed on reports to the home school) engaged him.

He has 100% attendance at Springboard and was able to remain calm and regulated at RT and through this positivity he grew in confidence. With this he was quickly adapted behaviour to different events, social situations and changes in routine. He quickly began to initiates conversations, attends to and takes account of what others say.

One of the key successes has been his positive change in attitude to reading and English. It has been delightful to hear him read out loud, demonstrate his reading skills and take meaning from the texts. With his spelling interventions he has been working well and is remembering the rules needed to support him in spelling accurately within the specific areas we have focused on.

This has been noted by the school in their weekly feedback:

English - It's lovely to read how well (pupils name) is engaging at the Raedwald Trust. It is very evident that he is thriving in a small setting with 1:2:1 support. He has been able to share some successes (in both settings and outside of school) with trusted adults at school. In sessions in Inclusion he has been more engaged and more willing to open up, although this does not always translate to engaging in the material in the session. Engagement in English sessions has been much increased, he has shared ideas with the class and has begun building a good relationship with his teacher. This represents a huge improvement since Christmas.

Maths – Engagement in lesson is still low (combined with 53% overall attendance at school) and he is not able to accept adults support once more but disruptive behaviour is decreasing.

Quote from mainstream school/parents:

Home school – see comments above

Mum – My son is happy and attending regularly and it is clear he has built up a good relationship with the staff he is working with.

Pupil Case Study 7: KS2 Springboard pathway

Key Stage: 2	Pathway: Springboard
Intended outcomes of the placement: Pupil was referred to Springboard Pathway to support their ability to build and maintain positive relationships with peers and applying self-regulation strategies to keep themselves and others safe.	
Curriculum provision: • 2 days a week on-site accessing a weekly diet of phonics, SPaG, Literacy, Maths, Science, PSHE, Art & Design and P.E • 3 days at home school • Outreach provided to home school once a week.	

Input:

- Targeted two main areas of concern and planned interventions
- Social communication – Daily welcome/settling time, adult support at all social times (which are structured) to model behaviours, targeted PSHE sessions on making and sustaining friendships, nurture based environment to support with initiating and maintaining positive interactions with peers, careful groupings and introducing one peer at a time
- Confidence as a learner and engagement– Speaking with pupil about their worries and low level avoidance strategies as they arise (as they had verbalised concerns over work missed due to lockdown) access to alternative means of recording work such as Clicker/Word for extended writing to improve resilience with written expression and stamina for writing and Lexia to support SPaG. Use of timers and daily behaviour reward system to reinforce and praise. Support available during subject's pupil enjoys less such as English and PSHE, which cause dysregulation. Sharing the timetable and now, next and then so pupil is aware of the expectations of the lesson.

Output:

- Pupil can now verbalise areas of learning they finds difficult or is less enthusiastic about, accepts support and works through this with an adult.
- Pupil is actively looking to form friendships and learn peers names.
- Pupil can accept praise for things they have done well and enjoys their weekly certificate.
- Pupil responds well to the welcome/settling time in the morning. This allows them to discuss anything they need to with staff and settle in, so they are in the right place to begin their learning.
- Pupil uses low level avoidance techniques to disengage from learning but is very open about this now and will discuss it with an adult openly to work through the barriers.
- Pupil has been able to discuss and use self-regulation strategies effectively and independently such as reading, walking/pacing or time away from the situation.
- Pupil is willing to try new things, with support, such as football with peers, swimming off site and sensory play/activities.
- Pupil is now accessing outdoor play successfully at both schools (was not accessing this at home school due to risk of dysregulation).
- Pupil is now accessing Year5/6 curriculum and able to engage with new learning which previously caused anxiety and disengagement.

Additional data/information):

 Lexia C5 Level 16

PSED	May 2021
Self-confidence & self-awareness	Exceeding
Managing feelings & behaviour	Below expected
Making relationships	Expected

	Reading	Oracy	Writing	SPAG	Maths
May 2021	Expected	Expected	Below expected	Below expected	Expected

Quote from mainstream school (if appropriate):

Home school report there has been more engagement in learning and less incidents of leaving the classroom since the start of the placement. Staff now feel more attuned to pupil, they can recognise the signs in pupil when they are feeling dysregulated and act quickly to deescalate as the need arises. Home school feel pupil is benefitting from their time on Springboard pathway, there is a greater feeling of calm and less instances of appearing heightened.

Pupil Case Study 9: KS1 Springboard pathway

Key Stage: One	Pathway: Springboard
Intended outcomes of the placement:	
Referred for PRU support in reception but referral was not accepted; pupil was permanently excluded (PEX) when in year 1. The pupil had some support through the Alternative Tuition Service before joining Key Stage 1 provision. The pupil's PEX was for continued physical abuse to adults and children and property damage. He had numerous fixed term exclusions and was on a part-time time table at mainstream. He was transferred to Springboard pathway in September 2020 and parents put him on role with a new mainstream. It was suggested that, as a PEX, he access Building pathway but RT did not feel this was right for him. The intended outcome for this pupil was to understand his needs, identify what support he required and successfully reintegrate him to a new mainstream setting.	
Curriculum provision:	
Weekly diet: Attended 2 days a week, 9am-2:45pm. He accessed phonics, English, Maths during morning sessions. Access to reading, sport and interventions (PSHE and Thrive) during afternoon sessions. Outreach delivered to new mainstream setting, 1 hour a week. Statutory requirements communicated to mainstream school so it was clear which aspects of the curriculum the home school would be responsible for delivering to ensure stat entitlement fulfilled.	
Input:	
- Reassurance and encouragement - Consistent routines and expectations - Not drawing attention to pupil - Giving pupil a positive school experience - Building his confidence and self esteem - Supporting his peer interactions - Helping him to see himself as a successful learner - Relationships with trusted, caring adults who listened to him - Thrive and Lego therapy - Access to a curriculum and activities where pupil could shine; sport, non-fiction	
Output:	
At the start of his placement, this pupil was accessing no mainstream provision and hadn't been for 6 months. By the end of his placement he was accessing a full-time offer at a new mainstream setting and in class with no additional support required.	
Quote from parent/carer:	
"It [RT School] was a safe, happy place for him where he felt wanted by the teachers/staff. He can now talk about his feelings. His confidence has grown so much. He wants to read and do his school work. He is happy again. We have our little boy back. The [RT School] have worked so hard to build him back bit by bit, taking time to really work out what works for him."	

Pupil Case Study 10: KS1 Springboard Pathway

Key Stage: 1	Pathway: Spring board
Intended outcomes of the placement:	
Identify what it means to feel sad and happy. (Achieved after 6 weeks) Follow a simple instruction. (Achieved after 6 weeks) I can let the adults help me if I'm feeling worried upset or cross. (Achieved at end of placement)	
Curriculum provision:	
PSHE, Reading, Writing, Phonics, Oracy, number and scientific enquiry based on a concentric model. Pathway specific curriculum complimented by other subject such as Art, DT, RE (these are not assessed).	

Cultural capital opportunities such as visitors and careers events.

Weekly diet: Dual placement, Monday Tuesday at First Base, Wednesday, Thursday and Friday in mainstream school. Outreach visit from First Base to mainstream on a Wednesday.

Input:
- Deliver - bespoke curriculum including EHCP targets, if appropriate.
- Speech and language assessment by a SALT
- Occupational assessment by an OT
- Activities promoting life skills and cultural capital.
- Weekly outreach to school
- Weekly outreach visit to family(as requested needed)
- Weekly telephone meetings with parents (minimum)
- Supported Mainstream with EHCP application and other referrals.
- Initial planning, mid review and exit meetings.
- Support package for school including a behaviour plan and learning strategies.
- Weekly report from class teacher.
- Keyworker to support with smooth communication and support.

Output:
Background - When pupil started at RT setting, he attended his home school for an hour a day supported by his mum. He was in a pushchair and would not communicate with adults or peers. On "good days", he accessed some activities in the reception class (he was in year 2). This pupil rarely coped with the full hour in school and became dysregulated. He had poor core strength, which made a huge impact on his writing and ability to sit correctly. His speech was poor and he used lots of baby speak.

Impact:
This pupil quickly engaged with the adults at RT and began to speak in a more age appropriate way. He benefitted from the calm environment and was able to control his sensitivity to sounds. He was able to remain calm and regulated for most of the day at RT and through this positivity he grew in confidence. School worked closely with RT to put in place all recommendations. Over the 12-week placement this pupil's time at school increased and by the end of the placement he was attending sessions with his year 2 class, without his mum. Due to our curriculum pathway, this pupil was able to access learning for the first time and begin to read books and write some words. He made friends and learnt to socialise more effectively. Most importantly, he was able to regulate his feelings through self-control and asking adults for help.

Additional data/information:

Number - Sandwell	Vocabulary - Renfrew	Phonics/reading/Spelling
Sandwell: October 2020 SS – 89 Chronological age –6.5 Age equivalent – 5.6	Renfrew: October 2020 Chronological age – 6.5 Age equivalent – 6.7-6.8	Letters and sounds: October 2020 Secure: 16/23 Phase 2 Year 1 Phonic Assessment: 0
Sandwell: January 2021 SS – 89 Chronological age – 6.8 Age equivalent 6.0	Renfrew: January 2021 Chronological age –6.8 Age equivalent – 8.3-8.5	Letters and sounds: November 2020 Secure: 23/23 Phase 2 Year 1 Phonic Assessment: 0

Quote from mainstream school:
We contacted this pupil's mainstream school who confirmed he is now accessing school for full mornings and a whole day on a Friday. According to the school: "Of all the agencies we have worked with, this has been the most successful."

Pupil Case Study 11: KS1 Building Pathway

Key Stage: One	Pathway: Building

Intended outcomes of the placement:

Pupil was accessing an in-house AP class within his mainstream setting. He was on a reduced timetable in this group and was permanently excluded in Year 1. Prior to PEx he had been excluded on numerous occasions for physical and dangerous behaviour. He had a delayed start with RT as he was shielding due to medical vulnerabilities. He attended full-time briefly at the end of year 1 and then began Building pathway in September 2020.

There had been a number of failed attempts to secure this pupil an EHCP.

Intended outcome of placement was to give this pupil a positive experience of school, strategies to help manage his emotions and behaviour and to successfully reintegrate him into a new mainstream setting.

Curriculum provision:

Weekly diet: Attended a fulltime offer, 9am-2:45pm each day. Accessed a full KS1 curriculum offer (full statutory entitlements met) with lots of opportunities for supported play.

Input:
- Visual timetable, predictable routines
- Consistent behaviour management with clear expectations and consequences
- Adult support to reflect on behaviour choices
- Individual behavior reward system
- PSHE and friendship support
- Building positive, trusted relationships with adults
- Early adult intervention to support pupil to make the right choice
- Adult support to maintain focus and resilience on learning tasks
- Support to move away from heightened/unsafe situations he cannot disengage from
- Access to calm inside and outside areas
- Supported play with peers

Output:

At the start of his placement, this pupil had been permanently excluded from attending a small AP class within mainstream, on part-time basis. At the end of his placement he successfully reintegrated into a new mainstream class (this was in a reception year group, rather than his age applicable Yr1 cohort). EHCP successfully applied for and in place at point of return to mainstream education.