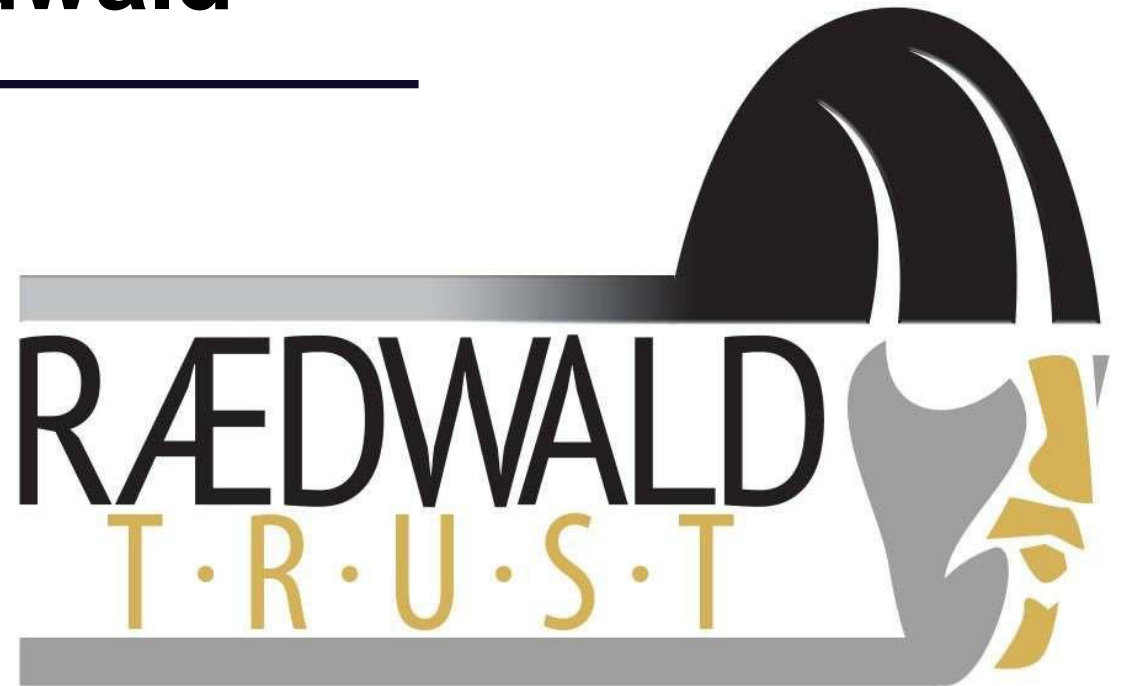

Pathways at Raedwald



NOVEMBER 2022

1. Rationale

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

Amongst the far reaching analysis published in the Timpson Review, uncomfortable realities about permanent exclusion reveal just one catalyst for what is motivating policy makers to instigate change. Indeed, the review cites that traveler children of Irish heritage had the highest rate of permanent exclusion, followed by Gypsy and Roma children. Additionally, those receiving SEN support were also more likely to be excluded, as were Black Caribbean pupils and those claiming free school meals. Pupils of Indian, Bangladeshi and other Asian backgrounds were the least likely to be excluded, while boys had an exclusion rate more than three times higher than that of girls.

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

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

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

2. Recommendations following external evaluation June 2022:

The Pathways model was launched in Autumn 2020. An initial 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 initial evaluation will be used as a baseline, but it is 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.* The 2021-22 evaluation intended to achieve a more longitudinal evaluation of this new profile of PRU delivery, as well as evaluate against recommendations and future considerations from the initial evaluation.

- Continue to improve communication of the identity, purpose and scope of the offer. Draw on suggestions from contributors to this evaluation. Focus on involvement of families.
- Communicate with all professionals who have prior experience of working with the young person accessing a pathway to ensure their barriers and challenges are fully understood once a placement has been agreed.
- Clarify responsibility and systems around pupil transition back into mainstream when a pathway comes to an end. Add this into the dual placement agreement.
- Further improve communication and systems to support gradual pupil transition from a pathway back into mainstream (where appropriate). Add a clear suggested (this will not be the same for all) transition framework into the pathways offer/dual placement agreement to ensure funding and placement covers all that it needs to. Decide potential or suggested timeframes for transition.
- Work with SCC to support pupils who have been PEx'd. An agreement needs to be reached in order to support the challenges at local authority level whilst Early Help/Intervention systems are being improved e.g. a separate pathway for PEx'd pupils to support the 25-hour statutory offer, which is time limited (comes to an end in July 2024/5 or as appropriate).
- Look at the length and flexibility of the pathways. Consider how changes can be made to the existing model to ensure the model is able to flex to the bespoke needs of pupils.
- Clarify responsibility for the request of an extension through careful, early communication with the home school.
- Carefully plan the one (or more) day/s back at the mainstream 'home' school setting as part of the dual placement agreement. This will include detailed liaison with schools about the best and worst days linked to the pupil's timetable strengths/trigger points. This should include relationships with staff who may/may not be in the building at the right time, alternative provision for the pupils for 'red/trigger' points of their timetable.
- Improve rigour and consistency around placement action planning with mainstream schools to ensure clarity around objectives and expected outcomes of placements for both schools, pupils and their families.
- Improve communication and process around compatibility assessments to ensure that families and schools understand that a place is not confirmed until this is completed by Raedwald Trust, despite initial agreement at AP Panel.

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- Monitor more closely the onward journey of those pupils returning to mainstream at key points e.g. 1 month, 3 months, 9 months in to demonstrate impact over time.

2.1 Future Considerations:

Re-integration:

- How can Raedwald Trust support schools with re-integration and transition back into mainstream? E.g. Timetable RAG to show which lessons pupils find particularly challenging – pupils attend mainstream initially accessing the lessons that are identified as green. This then builds to supporting to access amber lessons with an alternative provision in the school for red lessons until the pupil grows in confidence. Can the same model be applied to choosing which day the pupil does at their home school i.e. the day with the most green?
- Is transition and re-integration prohibited by funding? If so, does this need to be reviewed with SCC to build this in as part of the funding model?
- What work is done with peers?

Responding to the needs of the locality/ surrounding community and current context of SEND in Suffolk

- How can you work with SCC to support pupils whose pathway has come to an end who are not suitable for mainstream, but have no onward placement?
- How can you work with SCC to support emergency cases e.g. those pupils new to country/new to school who arrive already presenting considerable need where there is no time to go through the gradual response process. Is there a process that can bypass the graduated response if a child hits a certain threshold? E.g. a short-term assessment pathway?
- What are the options for PEx'd pupils when they come to the end of a pathway? What about pupils who have experienced PEx who have not yet been placed on a pathway?
- How can families be further supported to understand their child's needs e.g. family education programme? Is there a family education programme available for families with pupils at risk of PEx?

Communication:

- How can relationships with all professionals involved in the AP process be strengthened so that all expertise is listened to and valued, for holistic understanding of pupils' needs?
- How can you work more closely with the Local Authority to support schools to further understand the graduated response?

Early Help

- How will the KS1 and KS2 pathways evolve and grow in response to the key messaging around the importance of Early Identification/Intervention?
- How can you support schools and liaise with SCC around Early Identification/intervention? E.g. supporting schools to take accountability for SEND pupils, ensuring every teacher a teacher of SEND, adaptive teaching, support use of NASEN SEND Handbook, ongoing CPD offer to Suffolk SENDCos.

Future proofing:

- How will Raedwald future proof the pathways model in response to the Green Paper, in a climate where there will be increasing numbers of large trusts and groups of schools creating their own models?
- How do you compare to other APs who offer full time and longer placements? E.g. 3/6 full terms for KS3, 12/24 months?
- Is there a school 'satellite' pathway that can run as a positive side by side model to AP led by you but within schools? Would this be best served to run as part of the transition/reintegration process?
- Look for opportunities within the inclusion dashboard to support schools with growing numbers of referrals/placements in AP. Can you pioneer a 'Team around the School' type strategy for early help?
- What will the Raedwald Trust response be to the below from the SEND Green Paper? How can you be integral to supporting the local inclusion plan? Early intervention and a bespoke performance framework should be a key focus from the below.
 - set out a clear timeline that, by 2030, all children and young people will benefit from being taught in a family of schools, with their school, including special and alternative provision in a strong trust or with plans to join or form one, sharing expertise and resource to improve outcomes
 - make alternative provision an integral part of local SEND systems by requiring the new SEND partnerships to plan and deliver an alternative provision service focused on early intervention
 - give alternative provision schools the funding stability to deliver a service focused on early intervention by requiring local authorities to create and distribute an alternative provision specific budget
 - develop a bespoke performance framework for alternative provision which sets robust standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations
 - deliver greater oversight and transparency on children and young people's movements into and out of alternative provision
 - deliver clarity on roles and responsibilities for all partners, across education, health, care and local government through the new national standards - with aligned accountabilities, so everyone has the right incentives and levers to do their role and be held to account

3. Distribution of pathways across Raedwald Trust sites:

	FBI	FBB	STC	AW	PS3	PS4	WB	IHS (Satellite of PS)	WSH	Pathway Length	Weekly Contact
Springboard	✓	✓					✓			19 weeks	3 days/week, 5 hours/day Outreach
Medical Needs			✓					✓	✓	1 - 4 terms/ variable	Flexible
Building				✓	✓					19 weeks	4 days/week, 5 hours/day Outreach
TATE			✓							6 weeks	5 days/week, 2 hours/day
Focused						✓				1 - 3 terms	Up to 4 days/week, Up to 5 hours/day Outreach

4. Pathway Overview and Descriptors

4.1 Springboard Pathway (KS1 & KS4)

KS1 Rationale:

At KS1, Next Steps Pathway has not been highly requested or impactful as it is only effective for a small percentage of pupils. Year 2 pupils on this pathway do not have long enough for EHCP's to be gained and specialist named. Reception children are too young to determine if specialist is required and lose their link with mainstream.

The former Springboard Pathway (2021-22), at just 12 weeks, has been too short to make impactful change and to transfer this to mainstream settings. It is not a highly requested pathway by mainstream.

EYFS and KS1 children require a pathway in-between Springboard and Building. They need to keep their link with mainstream but have a longer, more gradual, transition back.

KS4 Rationale:

At KS4, Focused pathway does not offer pupils enough flexibility to ensure connections are maintained with mainstream schools. Indeed, for most KS4 pupils placed on Focused pathway, engagement and input from on-roll mainstream schools diminishes through the pupil's placement. Alongside this, the significant impact of the Covid-19 pandemic has created a cohort of pupils aged 13-16 who have increased levels of mental health difficulties and increasingly poor attendance impacting academic and social progress.

KS4 pupils require additional pathways to support their varied presentations and needs. By creating additional pathways within Key Stage 4 we will enable greater flexibility to place and support pupils whilst maintaining stronger connections and accountability of mainstream schools.

Springboard Pathway Overview and Descriptors:

Springboard Pathway		
	KEY STAGE 1	KEY STAGE 4
Duration	❖ 19 weeks	❖ 19 weeks
Age Range	❖ EYFS – Year 2	❖ Year 10 – Year 11
Description of Pupil Profile	<ul style="list-style-type: none"> ❖ On-roll mainstream school ❖ A short, early intervention for a pupil who is attending a mainstream school and has the potential to be successful but needs an intensive 	<ul style="list-style-type: none"> ❖ On-roll mainstream school ❖ A short intervention to support pupils who are struggling to attend their mainstream school due to anxiety/mental health factors.



	<p>short-term intervention to enable this. School will already have completed Steps 1 & 2 of the Graduated Response, including consultation with SCC and having accessed specialist services where appropriate.</p> <ul style="list-style-type: none"> ❖ Professionals in agreement that maintaining mainstream education is the desired outcome of placement in PRU 	<ul style="list-style-type: none"> ❖ Professionals in agreement that mainstream education is the desired outcome of placement in PRU.
Nature of Placement	<ul style="list-style-type: none"> ❖ Dual placement with mainstream school. Continues to attend school 2 or 3 days/week with 2 or 3 days/week at Raedwald site with weekly outreach support. 	<ul style="list-style-type: none"> ❖ Dual placement with mainstream school. Continues to attend school 2 or 3 days/week with 2 or 3 days/week at Raedwald site with weekly outreach support.
Pathway Structure	<ul style="list-style-type: none"> ❖ To support pupil to succeed in their current mainstream school placement. ❖ 3 days a week for 12 weeks, then 2 days a week for 7 weeks ❖ After week 12 pupils will begin to miss the 3rd day of learning and this will impact on lesson sequences. Curriculum will be developed to enable pupils to access Phonics, Literacy and Numeracy lessons on day 1 and 2. Day 3 will “stand alone.” 	<ul style="list-style-type: none"> ❖ To support pupil to succeed in their current mainstream school placement. ❖ 3 days a week for 12 weeks, then 2 days a week for 7 weeks ❖ After week 12 pupils will begin to miss the 3rd day of learning and this will impact on lesson sequences. Curriculum will be developed to enable pupils to access English, maths and reading lessons on day 1 and 2. Day 3 will “stand alone.”
Transition Arrangement	<ul style="list-style-type: none"> ❖ Pupils must be accessing at least half days on their 2 mainstream days. This needs to increase to 2 full days by week 7. Once placement moves to 3 days at mainstream these should be 3 full days. ❖ For pupils who have been permanently excluded: <ul style="list-style-type: none"> i) A new school should be identified prior to admission. RT agree to make contact with families pending on-roll date; Z-code will apply for this period of time. On-roll date upon confirmation of new mainstream school roll. ii) CME portal completed once on-roll date confirmed. 	<ul style="list-style-type: none"> ❖ Pupils must be accessing at least half days on their 2 mainstream days. This needs to increase to 2 full days by week 7. Once placement moves to 3 days at mainstream these should be 3 full days. ❖ For pupils who have been permanently excluded: <ul style="list-style-type: none"> i) A new school should be identified prior to admission. RT agree to make contact with families pending on-roll date; Z-code will apply for this period of time. On-roll date upon confirmation of new mainstream school roll. ii) CME portal completed once on-roll date confirmed.

Example KS1 Timetable Structure:

Mon	Tues	Weds	Thurs & Fri
Phonics	Phonics	Science	Outreach
Literacy	Literacy	Art	
Numeracy	Numeracy	PSHC & RE	
Reading	Reading	Reading for pleasure	
Thrive	Off-site sport	Thrive	
Story time	Story time	Story time	

Example KS4 Timetable Structure:

Mon	Tues	Weds	Thurs & Fri
PSED	PSED	PSED	Outreach
English	English	Food Tech	
Maths	Maths	Food Tech	
Reading	Reading	Reading for pleasure	
Science	PSHE	RE	
PSHE	Art	P.E.	
Art	Science	P.E.	

4.2 Building Pathway (KS2 & KS3)

Building Pathway	
Duration	<ul style="list-style-type: none"> ❖ 6 -19 weeks (0.5 to 1.5 terms) ❖ Length of the programme will depend on the individual circumstances of the pupil and will be negotiated as part of admission.
Age Range	<ul style="list-style-type: none"> ❖ Year 3 – Year 9
Description of Pupil Profile	<ul style="list-style-type: none"> ❖ Pupils will have the potential to be successful in mainstream school but need a more intensive and in some cases longer intervention to overcome significant barriers to learning. Two scenarios: <ol style="list-style-type: none"> i) Pupil who has been permanently excluded and has been allocated to a new school roll. ii) Pupil who is still on roll of mainstream school but is having significant difficulties accessing school offer. School has exhausted options in Step 1 & 2 of the Graduated Response.

Nature of Placement	<ul style="list-style-type: none"> ❖ Dual placement with mainstream school. Continues to attend school 1 day/week with 4 days per week at Raedwald site with weekly outreach support. ❖ Final 3 weeks of this placement are transition weeks. It is expected that in weeks 17 and 18 pupils will be accessing two full days at their mainstream setting and three full days in week 19. This will help to prepare them for a return to fulltime mainstream education in week 20.
Objective of the Offer	<ul style="list-style-type: none"> ❖ To support pupil to succeed in their current mainstream school placement or a new school following a permanent exclusion. ❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner succeed in their mainstream school.
Transition Arrangement	<ul style="list-style-type: none"> ❖ For pupils who have been permanently excluded: <ul style="list-style-type: none"> i) A new school should be identified prior to admission. RT agree to make contact with families pending on-roll date; Z-code will apply for this period of time. On-roll date upon confirmation of new mainstream school roll. ii) CME portal completed once on-roll date confirmed. ❖ For pupils who are dual-roll: <ul style="list-style-type: none"> ii) Pupil remains on roll of referring school throughout and returns to a full time attendance pattern at the end of the intervention/transition period of dual attendance.

4.3 Focused Pathway (KS4)

Focused Pathway	
Duration	<ul style="list-style-type: none"> ❖ 1 – 3 terms ❖ Length of the programme will depend on the individual circumstances of the pupil and will be negotiated as part of admission.
Age Range	<ul style="list-style-type: none"> ❖ Year 10 – Year 11
Description of Pupil Profile	<ul style="list-style-type: none"> ❖ Pupils will have the potential to be successful in mainstream school but need a more intensive and in some cases longer intervention to overcome significant barriers to learning. Two scenarios: <ul style="list-style-type: none"> i) Pupil who has been permanently excluded and has been allocated to a new school roll.

	<p>ii) Pupil who is still on roll of mainstream school but is having significant difficulties accessing school offer. School has exhausted options in Step 1 & 2 of the Graduated Response.</p>
Nature of Placement	<ul style="list-style-type: none"> ❖ Dual placement with mainstream school. Continues to access learning through mainstream school for up to 1 day/week with up to 4 days per week at Raedwald site and weekly outreach support. ❖ Final 4 weeks of this placement are transition weeks. It is expected that during this time a pupil will be accessing two full days at their mainstream setting and three full days by the final week. This will help to prepare them for a return to fulltime mainstream education at the end of placement.
Objective of the Offer	<ul style="list-style-type: none"> ❖ To support pupil to succeed in their current mainstream school placement or a new school following a permanent exclusion. ❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner succeed in their mainstream school, maintaining a strong connection to mainstream throughout their placement.
Transition Arrangement	<ul style="list-style-type: none"> ❖ For pupils who have been permanently excluded: <ul style="list-style-type: none"> i) A new school should be identified prior to admission. RT agree to make contact with families pending on-roll date; Z-code will apply for this period of time. On-roll date upon confirmation of new mainstream school roll. ii) CME portal completed once on-roll date confirmed. ❖ For pupils who are dual-roll: <ul style="list-style-type: none"> ii) Pupil remains on roll of referring school throughout and returns to a full time attendance pattern at the end of the intervention/transition period of dual attendance.

4.4 Next Steps Pathway: Medical (KS4)

Next Steps Pathway: Medical	
Duration	❖ 1 – 4 terms (dependent on clinician advice)
Age Range	❖ Year 10 – Year 11
Description of Pupil Profile	❖ Referral evidence from an appropriate medical professional, and relevant baseline / attendance data.

	<ul style="list-style-type: none"> ❖ Children and young people with a mental health need or a complexity of needs who may also need an EHA, TAF or CPA in place at the outset of involvement to ensure that a multi-professional approach is maintained. ❖ Pupils with the following needs can be referred: <ul style="list-style-type: none"> ○ those with medical / mental health needs as a primary need who are or will be absent from school for more than 15 working days (consecutive or cumulative absence due to the same illness) ○ pupils who have complex other needs but also have a secondary medical health need which is diagnosed as temporary and treatable ○ pupils who are re-integrating into school after a period of illness or injury ○ pupils who are frequently absent from school for short periods of time due to the nature of their chronic illness or following a course of treatment
Nature of Placement	<ul style="list-style-type: none"> ❖ Dual placement with mainstream school. Attends Raedwald Trust in line with clinician advice.
Objective of the Offer	<ul style="list-style-type: none"> ❖ To support mainstream setting to identify underlying SEND needs that may support onward referrals for additional input. ❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner either succeed in their mainstream school or move on to more specialist provision.
Transition Arrangement	<ul style="list-style-type: none"> ❖ Raedwald Trust will support young people attending full time with them to plan for their adulthood and secure an appropriate post-16 offer. ❖ A new school should be identified at or soon after admission by Family Services Team, and within 6 weeks at a maximum. Once a new school identified there should be joint planning of learning programme and transition. At least 4 weeks dual attendance should be planned between new school/Raedwald.

4.5 The Alternative to Exclusion (TATE) Pathway: (KS3 & KS4)

The Alternative to Exclusion (TATE)	
Duration	<ul style="list-style-type: none"> ❖ A 6 week programme ❖ Total length of programme will depend on the individual circumstances of the pupil and will be reviewed every 6 weeks.
Age Range	<ul style="list-style-type: none"> ❖ Year 7 – Year 11

Description of Pupil Profile	<ul style="list-style-type: none"> ❖ Pupils will have the potential to access a mainstream curriculum, but need a more intensive and in some cases longer intervention to overcome complex barriers to learning/complete their GCSE study ❖ Pupil who is at serious risk of permanent exclusion and all other interventions have been unsuccessful. ❖ Pupil cannot be immediately integrated into an existing PRU pupil cohort due to significant safeguarding and/or compatibility issues. ❖ Pupils requiring targeted support to integrate into mainstream school through the Managed Move process and/or those who are new into area or previously EHE. ❖ Pupils who require targeted support through their transition into Year 7 from primary school.
Nature of Placement	<ul style="list-style-type: none"> ❖ Dual placement with mainstream school. ❖ An interim programme which is reviewed every 6 weeks and is intended to support wider multi-agency working and/or placement on a new/existing mainstream school roll to facilitate accessing a PRU pathway.
Objective of the Offer	<ul style="list-style-type: none"> ❖ To support pupils, on an interim basis, whilst key professionals identify the most appropriate next steps in terms of educational provision. ❖ Focus to ensure pupil has access to core subject teaching within English, Maths and Science as well as weekly sessions within PSHE, R.E. and Food Technology, with focus on skills for life. ❖ Weekly opportunities to engage with vocational opportunities, if appropriate.
Transition Arrangement	<ul style="list-style-type: none"> ❖ Raedwald Trust will support young people attending up to 10 hours per week to plan for their adulthood and secure an appropriate post-16 offer. ❖ For pupils who are Permanently Excluded: <ul style="list-style-type: none"> - A placement on mainstream roll is required prior to starting TATE pathway. ❖ For pupils who are on dual-roll: <ul style="list-style-type: none"> - Pupils remain on roll of referring school throughout ❖ For all pupils on TATE Pathway: <ul style="list-style-type: none"> - Pupils will be transitioned onto alternative pathways when/if appropriate or recommendations to wider stakeholders will be made about appropriate next steps

5. Curriculum

The vision for our pupils:

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

Our commitment to pupils:

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

The curriculum linked to each specific pathway is detailed on the relevant Raedwald Trust academy website.

6. Pathway Routines and Procedures

6.1 Springboard

Week	Days	Required Actions/Deadlines for completion
1	5	Entry assessment/Transition unit <i>3 days RT/2 days mainstream (weeks 1 – 12)</i>

2	10	
3	15	
4	20	
5	25	
6	30	
7	35	Mid-placement review
8	40	
9	45	Deadline for submission of pathway extension request by mainstream school.
10	50	
11	55	
12	60	
13	65	<i>2 days RT/3 days mainstream (weeks 13-19)</i>
14	70	
15	75	Exit assessments/Exit profile completed by RT
16	80	
17	85	Final reports submitted to mainstream setting.
18	90	
19	95	

6.2 Building

Week	Days	Required Actions/Deadlines for completion
1	5	Entry assessment/Transition unit
2	10	
3	15	
4	20	
5	25	
6	30	
7	35	Mid placement review meeting
8	40	
9	45	Deadline for submission of pathway extension request by mainstream school.
10	50	

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

6.3 Focused

Terms	Weeks	Required Actions/Deadlines for completion
1	1-6	Weeks 1-2: Entry assessment/Transition unit
	7-12	
2	13-18	Deadline for changing pupil pathway (week 18) by mainstream school.
	19-24	Mid-Placement review and report submitted to mainstream school
3	25	
	26	
	27	
	28	
	29	
	30	
	31	
	32	End of placement report (including transition support recommendations) submitted to mainstream school

		Transition and end of placement review meeting with mainstream school
	33	Transition Week: 2 full days in mainstream
	34	Transition Week: 2 full days in mainstream
	35	Transition Week: 2 full days in mainstream
	36	Transition Week: 3 full days in mainstream

6.4 TATE

Terms	Weeks	Required Actions/Deadlines for completion
1	5	Entry Assessment/Transition unit
2	10	Bi-weekly review of curriculum offer and opportunities to amend as necessary or appropriate
3	15	Mid placement review meeting
4	20	Bi-weekly review of curriculum offer and opportunities to amend as necessary or appropriate
5	25	Bi-weekly review of curriculum offer and opportunities to amend as necessary or appropriate
6	30	<p>Programme progress meeting with key professionals. Next steps agreed by key stakeholders which could include:</p> <ul style="list-style-type: none"> a) Programme continuation on TATE pathway for a further 6 weeks and new review date set. b) Pupil moved onto Springboard, Building or Focused pathway (if pupil is on a mainstream roll). c) Pupil removed from TATE and placed on remote learning.

Appendix 1: TATE Programme Structure

