Raedwald Trust Pathways Overview: 2023-2024

In response to the SEND Green paper and to ensure alignment with the wider National Strategy for developing a common framework from which AP/PRU support will operate, our pathways will be mapped in line with a system of tiered support described within the SEND and AP Green paper as:

'To deliver this vision, alternative provision schools will offer interventions and education across a continuum of support, rather than focusing exclusively on expensive long-term placements. We propose to establish a new delivery model based on a three-tier system of support:

*- **targeted support in mainstream schools** for children and young people whose needs lead to behaviour that disrupts theirs or others' learning, but for whom a strong school behaviour culture is alone not sufficient. For example, through 'on call' advice for mainstream schools, coaching, delivering self-regulation classes for small groups, or one-to-one support –*

*- **time-limited placements in alternative provision** for those who need more intensive support to address behaviour or anxiety and re-engage in learning. Schools should use their powers of off-site direction, ensuring that children and young people are dual registered and are supported to return to their original school as soon as is appropriate –*

*- **transitional placements** for those children and young people who will not return to their previous school but will be supported to make the transition to a different school when they are ready, or to a suitable post-16 destination. Alternative provision schools will support these children and young people to recover as much academic progress as possible and have the skills and confidence to thrive in what they do next.'*

SEND and AP green paper: responding to the consultation, 29th March 2022

Targeted Support – Tier 1: Our pathways that support pupils either directly in their mainstream setting or through the wider support provided through our weekly Outreach input, available on all SCC commissioned PRU pathways.

Time-limited Support – Tier 2: Our pathways that offer short-term and temporary, fractional placements, between a PRU and mainstream school.

Transitional Support – Tier 3: Our pathways offering longer and more targeted support to help pupils either return to a new mainstream school following permanent exclusion or on to a suitable post-16 destination.

Distribution of pathways across Raedwald Trust sites for 2023/2024:

	FBI	FBB	STC	AW	PS	WB	IHS	WSH	Pathway Length	Weekly Contact
Springboard	✓	✓				✓			19 weeks	3 days/week, 5 hours/day
Medical Needs			✓				✓	✓	1 - 4 terms/ variable	Flexible
Building				✓					19 weeks	4 days/week, 5 hours/day
Engage			✓						6 weeks	Up to 10 hours per week
Focused					✓				1 - 3 terms	Up to 4 days/week, Up to 5 hours/day
Haven				✓	✓	✓			1 – 3 terms	15 hours/week1:1

Distribution of pupils across pathways at Raedwald Trust sites.

Please note that we are commissioned to provide a number of services that include both on-site PRU support as well as wider professional services. This document is in relation to Suffolk County Council (SCC) commissioned AP/PRU spaces and does not include all other wider services commissioned by SCC.

Raedwald Site	Pathway	Number of SCC commissioned spaces
First Base Bury	KS1 Springboard	6
First Base Ipswich	KS1 Springboard	6
Alderwood	KS2 & KS3 Building	12
Parkside	KS4 Focused	13
Albany	KS4 Legacy	5
St.Christopher's	KS2 – KS4 Next Steps Medical, Engage & MNiS	10 & 19 & 10
Westbridge	KS4 Springboard	18
Alderwood, Parkside & Westbridge	KS3 & KS4 Haven	72 spaces (36 pupils)
Ipswich Hospital School	Hospital provision	7
West Suffolk Hospital	Hospital provision	7

Springboard Pathway (KS1 & KS4) 2023-24

First Base Ipswich, First Base Bury, Westbridge

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	❖ 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 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. ❖ Professionals in agreement that maintaining mainstream education is the desired outcome of placement in PRU	❖ On-roll mainstream school ❖ A short academic and pastoral intervention to support pupils who are struggling to attend their mainstream school due to anxiety/mental health factors. ❖ Professionals in agreement that mainstream education is the desired outcome of placement in PRU.
Nature of Placement	❖ 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.	❖ 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	❖ **To support pupil to succeed in their current mainstream school placement.** ❖ 3 days a week for 12 weeks, then 2 days a week for 6 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."	❖ **To support pupil to succeed in their current mainstream school placement.** ❖ 3 days a week for 12 weeks, then 2 days a week for 6 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	❖ Pupils must be accessing at least half days on their 2 mainstream days. This needs to increase to 2 full days by week	❖ 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

	7. Once placement moves to 3 days at mainstream these should be 3 full days. ❖ For pupils who have been permanently excluded: 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.	days at mainstream these should be 3 full days. ❖ For pupils who have been permanently excluded: 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.

KS1 Timetable Structure:

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

Example Group 1 timetable at KS4

Mon	Tues	Weds	Thurs & Fri
English Language	English Language	Science	
Maths	Maths	Art	
Reading	Reading	PSED	Outreach
Science	P.E.	Reading	
PSHE		R.E.	

Example Group 2 timetable at KS4

Mon & Tues	Weds	Thurs	Fri
	English Language	English Language	Science
	Maths	Maths	Art
Outreach	Reading	Reading	PSED
	Science	P.E.	Reading
	PSHE		R.E.

Building Pathway (KS2 & KS3) 2023-24

Alderwood Academy

Building Pathway	
Duration	❖ 6 -19 weeks (0.5 to 1.5 terms) ❖ Length of the programme will depend on the individual circumstances of the pupil and will be negotiated as part of admission.
Age Range	❖ Year 3 – Year 9
Description of Pupil Profile	❖ Pupils will have the potential to be successful in mainstream school but need a more intensive and in some cases longer intervention to overcome significant barriers to learning. Two scenarios: i) Pupil who has been permanently excluded and 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	❖ Dual placement with mainstream school. Continues to attend school 1 day/week with 4 days per week at Raedwald site with weekly outreach support. ❖ Final 3 weeks of this placement are transition weeks. It is expected that in weeks 17 and 18 pupils will be accessing two full days at their mainstream setting and three full days in week 19. This will help to prepare them for a return to fulltime mainstream education in week 20.
Objective of the Offer	❖ **To support pupil to succeed in their current mainstream school placement or a new school following a permanent exclusion.** ❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner succeed in their mainstream school.
Transition Arrangement	❖ For pupils who have been permanently excluded: i) A new school should be identified 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: 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.

Focused Pathway 2023-24

Parkside Key Stage 4

Focused Pathway	
Duration	❖ 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	❖ Year 10 – Year 11
Description of Pupil Profile	❖ Pupils will have the potential to be successful in mainstream school but need a more intensive and in some cases longer intervention to overcome significant barriers to learning. Two scenarios: i) Pupil who has been permanently excluded and 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	❖ 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	❖ **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	❖ For pupils who have been permanently excluded: 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: 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.

Medical Needs Pathway (KS2-KS4) 2023-24

St. Christopher's Academy

Medical Needs Pathway	
Duration	❖ 1 – 4 terms (dependent on clinician advice)
Age Range	❖ Year 5 – Year 11

Description of Pupil Profile	❖ Referral evidence from an appropriate medical professional, and relevant baseline / attendance data.
	❖ Children and young people with a mental health need or a complexity of needs who may also need an EHA, TAF or CPA in place at the outset of involvement to ensure that a multi-professional approach is maintained.
	❖ Pupils with the following needs can be referred:
	    ○ those with medical / mental health needs as a primary need who are or will be absent from school for more than 15 working days (consecutive or cumulative absence due to the same illness)
	    ○ pupils who have complex other needs but also have a secondary medical health need which is diagnosed as temporary and treatable
	    ○ pupils who are re-integrating into school after a period of illness or injury
	    ○ pupils who are frequently absent from school for short periods of time due to the nature of their chronic illness or following a course of treatment

Nature of Placement	❖ Dual placement with mainstream school. Attends Raedwald Trust in line with clinician advice.
Objective of the Offer	❖ **To support mainstream setting to identify underlying SEND needs that may support onward referrals for additional input.** ❖ A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. Programme will offer building blocks to help a learner either succeed in their mainstream school or move on to more specialist provision.
Transition Arrangement	❖ Raedwald Trust will support young people to plan for their adulthood and secure an appropriate post-16 offer. ❖ Raedwald Trust will support young people to return to their mainstream setting through careful transition support and timetable planning.

Medical Needs in Schools 2023-24

St. Christopher's Academy

Medical Needs in Schools	
Duration	Usually completed within 6-12 months with ongoing support/consultancy
Age Range Supported	All Key Stages
Overview of the Offer	**For Schools:** **MNiS Tier 1 – Core package** - Free SEF and Medical Needs in School policy review - Guidance in DfE statutory policy and best practice guidance for Medical Needs in School - Access to MNiS consultant for support and advice - Access to free MNiS workshops and resources - Benefit from a local and national network of partnership with schools, health professionals, hospital schools etc - Work together to share good practice; troubleshoot issues arising; share concerns; liaise with medical professionals - Be fully supported in how to write a good Individual Healthcare Plan for your students - Have access to local medical teams for advice, information and support **MNiS Tier 2 – Extended package** - All Tier 2 Schools will have the same benefits for Tier 1 - Core Package and will be requested to attend a programme of free training as detailed below to upskill further in order to support their partner school in the MNiS process. Tier 2 schools will also receive a FREE Nasen Manual (Supporting Children in School with medical conditions) **Session 1** – Introduction to MNIS; the SEF process; Action Planning (1:1 session online with MNiS representative) **Session 2** – Raising Awareness of Mental Health (Half Day training) **Session 3** – Anxiety: Supporting young people in schools (writing IHPs/using toolkit) **Session 4** – Administering Medicines in Schools – Online Training **Session 5** – Robots in Schools – practical sessions AV1 robot demo **Session 6** – Medical needs in schools – Epilepsy training - Online course **Session 7** – Medical Needs in School – Asthma and Anaphylaxis training – Online course **Session 8** – Self Harm/Suicide/ Eating Disorders Face to Face training in Ipswich **Session 9** – Supporting others schools through the MNiS Process – pairing up with Tier 1 schools **Session 10** – Peer Support and Consultancy – advice and guidance on supporting your partner school **MNiS Drop-in session via TEAMs offered throughout the year**
Objective of the Offer	Our vision for the Medical Needs in schools Hub is to empower staff with the confidence to support all children within their schools who are experiencing either a physical or mental health condition and to be able to choose the best approaches, including using remote technologies if appropriate, to support them.
How to Join	Complete an application form here: https://www.raedwaldtrust.com/mnis-3/ **Please return your completed application form to MNIS@raedwaldtrust.org**

Rationale and Programme Overview:

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. For the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms.

The attendance Champions Service will allow schools to allocate an Attendance Champion per half term. Schools can access the following package:

- "Five Day Focus" – 10 hours per week, for up to 2 hours per day (AM or PM slot)

Attendance Champions will work with identified pupils to support and improve attendance. Schools would be responsible for allocating pupils to an Attendance Champion through a referral to Inclusion Services.

Attendance Champion support would include: home visits, breakfast, transport support, family support to help establish routines and expectations, coaching to help understand and overcome poor punctuality and attendance, well-being support, signposting (eg. for young carers, families with financial difficulties), daily/weekly safeguarding "eyes-on" checks, weekly progress feedback to schools & access to Raedwald Trust Safeguarding team to work alongside the school.

Engage Pathway Descriptors:

	KEY STAGE 3 / 4
Duration	❖ Half termly
Age Range	❖ Year 7 – Year 11
Description of Pupil Profile	❖ On-roll mainstream school ❖ Any pupil identified by a school to have persistent poor punctuality and/or attendance. *(An attendance rate of 95% is generally considered good; this allows for children to miss 9.5 days across the school year. Persistent absence (PA) is defined as an attendance rate of 90% or below.)*
Nature of Placement	❖ Dual placement with mainstream school. ❖ Staff will support pupil to access their mainstream school through a variety of interventions and techniques to support the wider school and family.
Pathway Structure	❖ Five Day Focus - five mornings a week per half term

Haven Pathway (KS3 & KS4) 2023-24 *New*

Alderwood, Parkside and Westbridge

Rationale and Programme Overview:

As part of a strategy to address provision for vulnerable learners, SCC Provider Services created an AP/PRU working group to explore possible solutions to providing education to vulnerable learners without a mainstream school roll. Across Suffolk, there continues to be a high number of pupils placed in AP who are single roll and have no mainstream school allocated to transition into. But, equally, a high number of pupils in Suffolk are also being permanently excluded and remain without any educational provision. Within Raedwald Trust, work around streamlining our models means that all students accessing support have dual-roll, mainstream schools who support the wider curriculum delivery afforded of commissioned pathways. However, there remains a cohort of children and young people who do not satisfy existing criteria for AP/PRU support or specialist educational support.

It is important to acknowledge that the cohort of pupils whom we are seeking to support are not a homogenous group and therefore it is necessary to further distinguish between cohorts of pupils. This planning will also ensure curriculum models satisfy the green paper expectation that transitional placements will support the recovery of as much academic progress as possible whilst giving pupils the skills and confidence to thrive in what they do next. Due to this, targeted time must be afforded to ensure adequate induction assessments are carried out at the start of placement, allowing staff to accurately determine the presenting needs of individual pupils. The ambition for all stakeholders will be that new mainstream settings (as appropriate) are identified rapidly but where this becomes a longer process a strong curriculum offer must sit behind each model of support.

	Haven 1	Haven 2	Haven 3
Duration	12-24 weeks, 15 hours per week	1 to 3 terms, 15 hours per week	1 to 6 terms, 15 hours per week
Age Range	KS3 & KS4	KS3 & KS4	KS4
Description of Pupil Profile	Pupil will have received one Permanent Exclusion and is without a school roll.	Pupil will have a primary SEND need of Communication and Interaction and, following Permanent Exclusion, the EHCNA process will have been triggered to support wider SEND needs.	Pupil will have received two permanent exclusions or is a complex CIC pupil who would otherwise be incompatible with a PRU cohort.
Nature of Placement	Through 1:1 or small group teaching (if appropriate) the pupil will access a curriculum that is focused on bridging gaps in learning to support	Through 1:1 teaching, the pupil will access a curriculum that is focused on bridging gaps in learning to support next steps planning.	Through 1:1 teaching, the pupil will access a curriculum that is focused on bridging gaps in learning to support next steps planning. This will include accessing

	reintegration back into mainstream school.		GCSE and Vocational qualifications, as appropriate.
Objective of the Offer	To provide high quality teaching to support assessment and recovery of lost learning whilst a new mainstream school is identified.	To provide high quality teaching to support assessment and recovery of lost learning whilst a new mainstream or specialist provision is identified.	To provide high quality teaching to support assessment and recovery of lost learning. To deliver essential wider curriculum knowledge and skills to support Post-16 planning.
Transition Arrangement	Working in partnership with SCC Alternative Tuition Service (ATS) and SCC Education Access Team (EAT) professionals will work to rapidly identify a new mainstream school whereby RT will support integration through an agreed calendar of support.	Working in partnership with SCC Alternative Tuition Service (ATS) and SCC Education Access Team (EAT) professionals will work to support the EHCNA process and identify the next appropriate provision. Following this, an integration plan that is support by RT will be implemented.	Working in partnership with SCC Alternative Tuition Service (ATS) and SCC Education Access Team (EAT) professionals will work to identify support and provision that will support the pupil into the next phase of education.

Pathway Routines and Procedures
Springboard Pathway

Week	Days	Required Actions/Deadlines for completion
1	5	Entry assessment/Transition unit *3 days RT/2 days mainstream (weeks 1 – 12)*
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	*2 days RT/3 days mainstream (weeks 13-19)*
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	

Building Pathway

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

Focused Pathway

Terms	Weeks	Required Actions/Deadlines for completion
1	1-6	Entry assessment/Transition unit
	7	Placement review (1st) Transition plan in place for return to school
	9	Deadline for extending term 1
	11	Home school increase to 2 days
	12	Home school increase to 2 days
	13	Home school increase to 3 days
		Week 14: End of placement - Full return to homeschool (or agreement to extend into term 2)
2	14	Placement Review (2nd) Transition plan in place for return to school
	16	Deadline for extending term 3
	18	Home school increase to 2 days
	19	Home school increase to 2 days
	20	Home school increase to 3 days
		Week 21: End of placement - Full return to homeschool (or agreement to extend into term 3)
3	21	Placement Review (3rd) Transition plan in place for return to school
	35	Final placement review
	36	Supported transition into school 2 days
	37	Supported transition into school 2 days
	38	Supported transition into school 3 days
		Week 39: End of placement - Full return to homeschool

Engage

Terms	Weeks	Required Actions/Deadlines for completion
1	5	Programme review with key professionals. Opportunity to determine the next step: 1. Continuation of programme support (extension request). 2. Recommendation that pupil is supported through an alternative PRU pathway. 3. Placement ends.
	10	Final programme review with all stakeholders. Placement ends.

Haven 1

Terms	Weeks	Required Actions/Deadlines for completion	
1	1-6	Entry assessment/Transition unit	
	7	Placement review (1st) Transition plan in place where needed	
	8	Continue programme	Exit report to school
	9-10		
	11 - 12		Supported transition into school or other provision 3 days
	13		Supported transition into school or other provision 4 days
2	14	Placement Review (2nd) Transition plan in place where needed	Week 14 End of placement – full return to mainstream school or continue programme
	15	Continue programme	Exit report to school
	16-21		
	22-23		Supported transition into school or other provision 3 days
	24		Supported transition into school or other provision 4 days
End of placement - Full return to mainstream or other provision			

Haven 2

Terms	Weeks	Required Actions/Deadlines for completion	
1	1-6	Entry assessment/Transition unit	
	7	Placement review (1st) Transition plan in place where needed	
	8	Continue programme	Exit report to school
	11 - 12		Supported transition into school or other provision 3 days
	13		Supported transition into school or other provision 4 days
2	14	Placement Review (2nd) Transition plan in place where needed	Week 14 End of placement – full return to mainstream school or continue programme
	15	Continue Programme	Exit report to school
	16-21		
	22-23		Supported transition into school or other provision 3 days
	24		Supported transition into school or other provision 4 days
3	25	Final Review (3rd) Transition plan in place	
	26	Exit report to school	
	27-35		
	36-37	Supported transition into school or other provision 3 days	
	38	Supported transition into school or other provision 4 days	
	Week 39: End of placement - Full return to mainstream or other provision		

Haven 3

Terms	Weeks	Required Actions/Deadlines for completion	
1	1-6	Entry assessment/Transition unit	
	7	Placement review (1st) Transition plan in place where needed	
	8	Continue programme	Exit report to school
	9-10		
	11 - 12		Supported transition into school or other provision 3 days
	13		Supported transition into school or other provision 4 days
2	14	Placement Review (2nd) Transition plan in place where needed	Week 14 End of placement – full return to mainstream school or continue programme
	15	Continue Programme	Exit report to school
	16-21		
	22-23		Supported transition into school or other provision 3 days
	24		Supported transition into school or other provision 4 days
3	25	Final Review (3rd) Transition plan in place	Week 25 End of placement – full return to mainstream school or continue programme
	26	Continue programme	Exit report to school
	27-36		
	37-38		Supported transition into school or other provision 3 days
	39		Supported transition into school or other provision 4 days
4	40	Placement review (4th) Transition plan in place where needed	Week 40 End of placement – full return to mainstream school or continue programme
	41	Continue programme	Exit report to school
	42- 50		
	51-52		Supported transition into school or other provision 3 days
	53		Supported transition into school or other provision 4 days
5	54	Placement Review (5th) Transition plan in place where needed	Week 54 End of placement – full return to mainstream school or continue programme
	55	Continue programme	Exit report to school
	56-61		
	62-63		Supported transition into school or other provision 3 days
	64		Supported transition into school or other provision 4 days

6	65	Placement Review (6th) Transition plan in place where needed	Week 65 End of placement – full return to mainstream school or continue programme
	66	Continue programme	Exit report to school
	67-75		
	76-77		Supported transition into school or other provision 3 days
	78		Supported transition into school or other provision 4 days
End of placement - Full return to mainstream or other provision			