

# Raedwald Trust Pathways Overview: 2024-2025



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, 29<sup>th</sup> March 2022

**Targeted Support – Tier 1:** Our pathways that support pupils either directly in their mainstream setting or through the wider support provided by academies, available through SCC commissioned 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 suitable post-16 destinations.

Distribution of pathways across Raedwald Trust sites for 2024-2025

	FBI	FBB	STC	AW	PS	WB	AA	IHS	WSH	Pathway Length	Weekly Contact
Springboard	✓	✓			✓	✓	✓			19 weeks	3-2 days/week,
Medical Needs			✓					✓	✓	1 - 4 terms/ variable	Flexible
Building				✓						19 weeks	4 days/week
Building Enhanced				✓						19 weeks	2 days/week
KS2/3 Transition				✓						Spring Y6 – Autumn Y7	3 days/week
Engage			✓							12 weeks	Up to 10 hours per week
Haven				✓	✓	✓				1 – 3 terms	Up to 15 hours/week
Haven Transition				✓	✓	✓				12 – 24 weeks	Up to 15 hours/week

# Springboard Pathway (KS1) 2024-2025

## First Base Ipswich Academy & First Base Bury St Edmunds Academy



Springboard Pathway Overview and Descriptors	
<b>Duration</b>	19 weeks
<b>Age Range</b>	EYFS – Year 2
<b>Description of Pupil Profile</b>	<p>On-roll mainstream school</p> <p>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 implemented strategies to support the pupil in school.</p> <p>Professionals in agreement that maintaining mainstream education is the desired outcome of placement in PRU</p>
<b>Nature of Placement</b>	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.
<b>Pathway Structure</b>	<p>To support pupil to succeed in their current mainstream school placement.</p> <p>3 days a week for 12 weeks, then 2 days a week for 7 weeks</p> <p>After week 12 pupils will begin to miss the third day of learning. Curriculum has been developed to enable pupils to access Phonics, Literacy and Numeracy lessons on day 1 and 2. Day 3 will “stand alone.”</p>
<b>Needs based Outreach support</b>	Weekly, in-school (Thurs or Friday)
<b>Transition Arrangement</b>	<p>Pupils must initially be accessing at least 2 hours on their 2 mainstream days. This needs to gradually increase to 2 full days by week 7. Once placement moves to 3 days at mainstream these should be 3 full days.</p> <p>For pupils who have been permanently excluded:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• ii) CME portal completed once on-roll date confirmed.</li></ul>

## Building Pathway (KS2), Building Enhanced Pathway (KS2) & Transition Pathway (KS2-KS3) Alderwood Academy



	<b>KS2 Building Pathway</b>	<b>KS2 Building Enhanced Pathway</b>	<b>KS2/3 Transition Pathway</b>
<b>Duration</b>	19 weeks	19 weeks	3 terms
<b>Age Range</b>	Year 3 – Year 6	Year 3 – Year 6	Year 6 – Year 7
<b>Description of Pupil Profile</b>	<p>On-roll mainstream school</p> <p>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.</p> <p>School will already have implemented strategies to support the pupil in school.</p> <p>Professionals in agreement that maintaining mainstream education is the desired outcome of placement in PRU</p>	<p>On-roll mainstream school</p> <p>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.</p> <p>Pupils may have low attendance or be in receipt of a reduced timetable and need support to re-engage in education.</p> <p>School will already have implemented strategies to support the pupil in school.</p> <p>Pupils may already have an EHCP</p> <p>Professionals in agreement that previously identified SEND needs will be explored as part of placement and RT to support with EHCNA (where necessary)</p>	<p>On-roll mainstream school</p> <p>A pathway designed to support pupils in Y6 at risk of PEX to provide support and stability as they move through Y6, then to work alongside the named secondary provision to allow a more thorough transition into secondary provision through the Autumn term.</p>
<b>Nature of Placement</b>	<p>Dual placement with mainstream school.</p> <p>Continues to attend mainstream school 1 day a week in weeks 1 – 15, 2 days a week in weeks 16 and 17 and 3 days a week in weeks 18 and 19.</p> <p>Pupils to attend Alderwood Monday, Tuesday, Wednesday and Friday. Thursday will be the home school day.</p>	<p>Dual placement with mainstream school.</p> <p>Monday and Tuesday accessing RT placement. Wednesday – Friday accessing mainstream setting.</p>	<p>Dual placement with mainstream school.</p> <p>Y6 admission onto Pathway at start of Spring term for remainder of KS2, then Autumn term in KS3 with focus on transition into secondary provision.</p> <p>Pupils to attend Alderwood Monday – Wednesday. Thursday and Friday accessing mainstream setting.</p>
<b>Needs based Outreach support</b>	Fortnightly in mainstream school (Thursdays)	Professional Meeting, as necessary.	Meeting weekly, virtually 2 for two weeks; face to face in school for the third week.
<b>Transition Arrangement</b>	<p>Pupils must initially be accessing at least 2 hours on their mainstream days. This needs to increase up to a full day by week 7 of placement.</p> <p>Clear lines of communication between site leaders and KS2 Building staff team to ensure pupils are placed on appropriate KS2 Building pathway.</p>	<p>Clear lines of communication between site leaders and KS2 Building staff team to ensure pupils are placed on appropriate KS2 Building pathway.</p> <p>Progress reports provided to mainstream setting throughout RT placement</p>	<p>Close links with newly named secondary provision</p> <p>To support named primary with transition arrangements into named secondary provision during Summer term.</p> <p>Progress reports provided to mainstream setting throughout RT placement</p>

	Progress reports provided to mainstream setting throughout RT placement		
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# Springboard Pathway (Year 9 & KS4) 2024-2025

## Parkside Academy & The Albany Academy



Springboard Pathway Overview and Descriptors	
<b>Duration</b>	19 weeks (with an opportunity to extend to cover 6 terms)
<b>Age Range</b>	Year 9 (Parkside); Year 10 – Year 11 (Parkside and Albany)
<b>Description of Pupil Profile</b>	<p>On-roll mainstream school</p> <p>A flexible, early intervention for a pupil attending a mainstream school who can be successful but needs an intensive short-term intervention to enable this.</p> <p>Professionals in agreement that maintaining mainstream education is the desired outcome of placement in PRU</p>
<b>Nature of Placement</b>	<p>To support pupils to succeed in their current mainstream school placement.</p> <p>Dual placement with mainstream school. Continues to attend school 2 or 3 days/week with 2 or 3 days/week at Raedwald site with needs-based outreach support, aimed at ensuring all professionals are aligned and impactful.</p>
<b>Pathway Structure</b>	<p>To support pupils to succeed in their current mainstream school placement.</p> <p>3 days a week for 12 weeks, then 2 days a week for 7 weeks (*where appropriate)</p> <p>Where a pupil needs more time for the intervention to be impactful, the full three days could remain in place (discussion at week 10 review and an extension to the placement could be agreed).</p> <p>Curriculum is designed to enable pupils to access a wide range of GCSE subjects across their placement time.</p>
<b>Needs based Outreach support</b>	3-weekly, virtual meeting to support school to build a high quality 2-day offer.
<b>Transition Arrangement</b>	<p>Progress reports provided to mainstream setting throughout RT placement.</p> <p>RT agree to contact families pending on-roll date; Z-code will apply for this period. On-roll date upon confirmation of new mainstream school roll.</p> <p>ii) CME portal completed once on-roll date confirmed.</p>

# Springboard Pathway (Yr 9 & KS4) 2024-2025

## Westbridge Academy



Springboard Pathway Overview and Descriptors	
<b>Duration</b>	19 weeks (with an opportunity to extend to cover 6 terms)
<b>Age Range</b>	Year 9 summer term placements for pupils aged 14 years. Year-round placements for Year 10 and 11 pupils
<b>Description of Pupil Profile</b>	On-roll mainstream school  A flexible, early academic and pastoral intervention to support pupils who are struggling to attend their mainstream school due to anxiety/mental health factors including a possible EBSA profile.  School will already have implemented strategies to support the pupil in school.  Professionals agree that mainstream education is the desired outcome of placement in PRU.
<b>Nature of Placement</b>	In order to support pupils to succeed in their current mainstream school, the placement requires: <ul style="list-style-type: none"> <li>• Dual placement with mainstream school</li> <li>• Pupils attend school 2 days/week with 3 days/week at Raedwald site with needs based fortnightly outreach support to ensure that professionals are aligned and impactful.</li> </ul> Regular placement reviews held, with the opportunity to extend or end placements according to the pupil's need.
<b>Pathway Structure</b>	To support pupils to succeed in their current mainstream school placement.  3 days a week for 12 weeks, then 2 days a week for 7 weeks (*where appropriate)  Where a pupil needs more time for the intervention to be impactful, the full three days could remain in place (discussion at week 10 review and an extension to the placement could be agreed).  Curriculum is designed to enable pupils to access a wide range of GCSE subjects across their placement time.
<b>Needs based Outreach support</b>	3 weekly, virtual, professional meeting to support school to build high quality 2-day offer
<b>Transition Arrangement</b>	If a pupil is unable to attend mainstream school, appropriate support should be available for the pupil to access learning. RT can support mainstream schools to utilise AV1 robots that allow pupils to learn remotely, with the view to use this as a tool to re-integrate pupils back into classrooms and mainstream school.  Progress reports provided to mainstream setting throughout RT placement.  For pupils who have been permanently excluded or without a mainstream school roll: i) A new school should be identified prior to admission. RT may agree to contact families pending on-roll date; Z-code will apply for this period. On-roll date upon confirmation of new mainstream school roll. ii) CME portal completed once on-roll date confirmed.

# Next Steps Medical Pathway (KS2-KS4) and Engage Pathway (KS2-KS4) 2024-2025

## St. Christopher's Academy



	Next Steps Medical Overview and Descriptors	Engage Overview and Descriptors
<b>Duration</b>	1 – 4 terms (dependent on clinician advice)	Up to 12 weeks
<b>Age Range</b>	Year 5 – Year 11	KS2 – KS4
<b>Description of Pupil Profile</b>	<p>Referral evidence from an appropriate medical professional, and relevant baseline / attendance data.</p> <p>Children and young people with a complexity of needs, including mental health needs, who may also need an EHA or an Individual Healthcare Plan (IHP) in place at the outset of involvement to ensure that a multi-professional approach is maintained.</p> <p>Pupils with the following needs can be referred:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• pupils who have complex other needs but also have a secondary medical health need which is diagnosed as temporary and treatable</li> <li>• pupils who are re-integrating into school after a period of illness or injury</li> <li>• 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</li> </ul>	<p>On-roll at a mainstream school</p> <p>Any pupil identified by a school to have persistent poor punctuality and/or attendance.</p> <p>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.</p> <p>For the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.</p>
<b>Nature of Placement</b>	<p>Dual placement with mainstream school. Attends Raedwald Trust in line with clinician advice.</p> <p>To support mainstream setting to identify underlying SEND needs that may support onward referrals for additional input.</p> <p>A co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer.</p> <p>To ensure that pupils are not disadvantaged educationally, due to their illness or medical condition.</p>	<p>Dual placement with mainstream school.</p> <p>Staff will support pupil to access their mainstream school through a variety of interventions and techniques to support the wider school and family.</p> <p>Engage Pathway support could 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; support with identified onward referrals as requested by mainstream schools (eg NDD parent/pupil voice); support with 1:1 curriculum assessments (identified and supplied by the mainstream school); support with exploring and identifying SEND needs and further barriers to learning; signposting (eg. for</p>



	Programme will offer building blocks to help a learner either succeed in their mainstream school or move on to more specialist provision.	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.
<b>Needs based Outreach support</b>	Weekly professional contact/meeting. Home and school visit where necessary	Up to 10 hours per week, for up to 2 hours per day
<b>Transition Arrangement</b>	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.	This pathway is delivered within the pupil’s home school or as per possible targeted support detailed above.

<b>Medical Needs in Schools (MNiS) Overview and Descriptors</b>	
<b>Duration</b>	Usually completed within 6-12 months with ongoing support for individual pupils as required.
<b>Age Range</b>	Direct Pupil Support: KS2-KS4 School to School Support: KS1-KS4
<b>Objective of the Offer</b>	Our objective for the MNiS Pathway is to equip education 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. At times, where we achieve this by working directly with a pupil, we are careful to ensure that we interact with the system through their eyes, supporting professionals to better work together.
<b>Overview of Offer for Schools</b>	<p><b>SUPPORT OFFERED:</b></p> <ul style="list-style-type: none"> <li>• Introduction to MNiS; the SEF process</li> <li>• Medical Needs in School policy review</li> <li>• Guidance in DfE statutory policy and best practice guidance for Medical Needs in School</li> <li>• Support writing a good Individual Healthcare Plan for students</li> <li>• Action Planning (1:1 session with MNiS representative)</li> <li>• Access to MNiS consultant for support and advice for duration of support package</li> <li>• Access to free MNiS workshops and resources</li> <li>• Support with ECHNA/EHCP referrals by linking to home school, clinical teams or families</li> <li>• MNiS Passport documentation to support communication between school/clinicians/home</li> <li>• Copy of NASEN Guide ‘Supporting Children with Medical Conditions’ manual</li> <li>• Access to local clinical teams for advice, information and support</li> <li>• Support with the setup of initial IHP meetings / reviews</li> <li>• Signposting to onward referrals as required eg mental health; wellbeing</li> <li>• Robots in Schools – practical sessions AV1 robot demonstration (if required)</li> <li>• Support with staff training needs around medical/mental health needs</li> <li>• Support/guidance re individual pupils on roll with medical needs</li> </ul> <p><b>Examples of training available for school’s medical leads as required:</b></p> <ul style="list-style-type: none"> <li>• Administering Medicines in Schools – Online Training</li> <li>• Medical needs in schools – Epilepsy training - Online course</li> <li>• Medical Needs in School – Asthma and Anaphylaxis training – Online course</li> <li>• Self-Harm/Suicide/ Eating Disorders</li> <li>• Anxiety: Supporting young people in schools (writing IHPs/using toolkit)</li> <li>• Using a Wellbeing Recovery Action Plan (WRAP)</li> </ul>
<b>Overview of Offer for Individual Students</b>	<p>Schools may refer individual students for support through MNiS.</p> <p>This support will be tailored to each individual through discussion with mainstream school; parents/carers; clinicians; pupils and MNiS representatives. Whilst we may register a pupil on this pathway, the D code will be applied for all 10 school sessions as St Christopher’s Academy does not deliver education on this pathway nor does it accept safeguarding responsibility.</p> <p>Examples of the support for learners we can provide include:</p> <ul style="list-style-type: none"> <li>• Writing Individual Healthcare Plans</li> <li>• Supporting schools and families with medical/mental health referrals</li> <li>• Supporting schools and families with other referrals eg SEND; NDD; EHCNA etc</li> <li>• Liaising with mainstream schools regarding academic work whilst pupils are unable to attend school</li> <li>• Loan of telepresence remote learning resources eg AV1 robots; support with set up; timetabling etc</li> <li>• Weekly check in with pupils and liaison with mainstream schools (and clinicians if required)</li> </ul>

## **Haven Pathway (KS3 & KS4) 2024-2025**

### **Alderwood Academy, Parkside Academy & Westbridge Academy**

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#### **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 Transition	Haven 2	Haven 3
<b>Duration</b>	12-24 weeks, 15 hours per week	12-24 weeks, up to 15 hours per week	1 to 3 terms, 15 hours per week	1 to 6 terms, 15 hours per week
<b>Age Range</b>	KS3 & KS4	KS3 & KS4	KS3 & KS4	KS4
<b>Description of Pupil Profile</b>	Pupil will have received one Permanent Exclusion and is without a school roll.	Pupil will have received one Permanent Exclusion but has a new mainstream school identified or has recently been added to a new school roll.	Pupil will have received one permanent exclusion. Pupil will have an underlying SEND need (suspected C&I) Pupil will not have an EHCP but professionals may believe an EHNCA is needed to support next steps and transition.	Pupil will have received two permanent exclusions. Pupil needs are extremely complex and he/she would otherwise be incompatible with a PRU cohort.
Pupils who are Children in Care (CIC) will be considered as a priority across all Haven pathways and may receive support whilst still on-roll with a mainstream school setting.				
<b>Nature of Placement</b>	Through small group teaching the pupil will access a curriculum that is focused on bridging gaps in learning to support reintegration back into mainstream school.	Pupil will be supported in their new mainstream setting by staff. Ongoing monitoring and collaboration to ensure any difficulties are identified early.	Through 1:1 or small group 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 GCSE and Vocational qualifications, as appropriate.
<b>Objective of the Offer</b>	To provide high quality teaching to support assessment and recovery of lost learning whilst a new mainstream school is identified.	To provide targeted support for integration back into mainstream school following a permanent exclusion.	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.
<b>Transition Arrangement</b>	Working in partnership with SCC Alternative Tuition Service (ATS) and SCC Education Access	Staff will provide either direct in-school support to the pupil or wider professional guidance to the school to ensure a	Working in partnership with SCC Alternative Tuition Service (ATS) and SCC Education Access (EDAC), professionals will	Working in partnership with SCC Alternative Tuition Service (ATS) and SCC Education Access (EDAC), professionals will

	<p>(EDAC), all professionals will work to rapidly identify a new mainstream school.</p> <p>At the point a new mainstream school is identified, the pupil will move into the Haven transition pathway.</p>	<p>smooth integration. This could include co-construction and co-delivery of the offer.</p> <p>Ongoing collaboration and feedback between all stakeholders will be incorporated into the offer.</p>	<p>work to support the EHCNA process and identify the next appropriate provision.</p> <p>Following this, an integration plan that is supported by RT will be implemented and consideration for support through Haven transition will be discussed.</p>	<p>work to identify support and provision that will ensure the pupil is able to move into the next phase of education.</p> <p>Post-16 planning, including all Gatsby Benchmarks, will be included.</p>
<p>Pupils who join a new mainstream roll whilst accessing Haven 1, 2, or 3 will automatically move to the Haven transition pathway. At this point a new Dual Placement Agreement is agreed between Raedwald Trust and the new mainstream school. Raedwald Trust will discuss the length of time Haven transition will last with the school; this will be responsive to the needs of the child as well as the length of time that has already passed.</p>				