



'Learn Today, Earn Tomorrow'

Pupil Pathways policy

Date of Policy: September 2017, Reviewed March 19

Date of Review: March 20

Member of staff with overall responsibility: Executive Headteacher

Management Committee with reviewing responsibility: Data, Standards and Curriculum

1. Rationale:

- 1.1. It is our belief that the key function of the TPRS as a Pupil Referral Unit, is to support the successful transition of students, either back into mainstream education, onto a specialist setting, or into post-16 provision. In order to facilitate this, it is vital that we have clear and robust systems for identifying what good progress looks like for all our students, both in terms of their academic and Personal and Social Development.
- 1.3 This policy is to be read in conjunction with the Induction and initial assessment policy, and the Reintegration policy; to provide a clear vision of how we assess, support and guide students from their arrival with us, to their moment of transition.
- 1.4 Throughout the primary induction phase information is gathered from a variety of involved parties; these may include the excluding school, YOT, the child & their family etc. This is used to inform initial placement within the TPRS.
- 1.5 Across all sites there is need to use and augment this information to build an evidence based pathway that informs and contributes to the students Person Centered Plan.

2. Aims

- 2.1 To clarify and unify the secondary induction phase across all sites.
- 2.2 To provide a map of the pupil's journey & progress through weeks 2 to 4 of their TPRS journey.
- 2.3 To provide an evidence based resume of a pupil's strengths and areas for development.
- 2.4 To provide a holistic summary of pupil progress in partnership with an academic summary.
- 2.5 To provide an evidence based rationale for referral to wave 2 and 3 provision (see appendix I)

3. Objectives:

- 3.1 To create a discrete period of induction.
- 3.2 The induction period to be used to identify individual needs.
- 3.3 To generate Personalised data which will be used to define individual provision.



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3.4 To ensure all staff are involved in recording and sharing their professional knowledge.

4.Process:

4.1 Prior Expectations - All information regarding initial meetings and week 1 of induction will already have been disseminated to staff, as prescribed in the Induction and initial assessment policy.

4.2 Timetable for pupil's provision weeks 2 to 4 will typically follow the timetable below:

4.3 Week 2 to 4 Data Collection –

- At the end of week 2 the form tutor will begin to create a student Centered plan. All staff will refer to induction and initial assessment findings in planning learning and pupil response.
- SchoolPod must be made available on a laptop during daily staff debrief, and the Head of Centre identify a member of staff to populate/update the Positive Handling Plan of pupils in the data collection phase.
- Each pupil in this data collection phase will be discussed at Wednesday Team Meetings and any proposed additional support for week 3 and 4 agreed.
- There will be a review of the intervention at subsequent Wednesday Team Meetings.
- The appropriate pupil pathway will be identified during the team meeting up to the conclusion of week 4.

4.4 Identification of pathways for pupils:

At the end of week 4 the pupil will be on one of the following pathways:

- **SPRINGBOARD to SCHOOL Pathway.** Pupil has identified needs but is ready to begin process of pre-reintegration into their named mainstream school –They require WAVE 1 Interventions
- **BUILD Pathway.** Pupil has identified needs but will need intensive focus on these before beginning the process of reintegration into their named school – They require WAVE 1 and WAVE 2 Interventions.
- **FOUNDATION Pathway.** Pupil has needs not yet identified, which indicate they may need specialist assessment, up to and including EHCP, underway before being considered ready for transition - They require WAVE 1- 3 interventions
- **FOCUS Pathway.** (For pupils in Summer term 1 or 2 of year 9, and Autumn Term 1 of year 11 onwards only) Pupils remain at the TPRS to focus on gaining the qualifications, skills and qualities they will need to support their post-16 transition(or Y9 to transition successfully to White Bridge College). These pupils require both WAVE 2 and WAVE 3 interventions



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- **Engage Pathway**-Student needs have been identified, but ongoing specialist assessment may be required up to including EHCP. This pathway identifies a bespoke curriculum designed to meet the specific needs of the learner. It will include a Literacy and numeracy element through Wave 1, 2 and 3 interventions. It is primarily focused on engaging learner with purposeful experiences that help them establish a foundation of essential life skills.

5. Responsibilities:

- 5.1 It is the responsibility of the Induction tutor to ensure that the data collection sheet is populated, shared and completed for each pupil.
- 5.2 The tutor team will be responsible for communicating outcomes to parents/carers and other appropriate agencies.
- 5.3 Heads of Centre will ensure that subject deliverers are supported and guided through the process of populating Person Centered Plans.

6. Monitoring :

- 6.1 HOC's will have an overview of pupil pathways, and the progress of pupils through these will be reviewed weekly.
- 6.2 The Principal and SLT will monitor data collection outcomes via SLT Meeting Minutes.
- 6.3 Pupil outcomes will be reported to the Data, Standards and curriculum committee.



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Appendix 1

Waves of Intervention considered during the review of 4th week in the TPRS.

Outcome	Wave	Provision	Frequency	Staff
Key stage 2 & 3				
To make appropriate progress from their starting point on entry to the TPRS across KS3 subjects	W1	Timetable mirroring mainstream settings with reduced length and frequency to encourage engagement and focus = 28 40minute sessions Mon, Wed, Thursday and Friday - F/T Tuesday half day	Subjects include- Numeracy, literacy, CDT, Science, Catering, SEAL, PE/Sport.	Teaching Staff Support Staff HOC
To develop social and communication skills based around topical learning.	W1	Time built into weekly timetable to participate in group intervention work.		Allocated Level 3 Teaching Assistants
To develop self-esteem and confidence within an outdoor education environment that promotes team-work, maturity, resilience consideration for others.	W2	Summit Outdoor Education Team – Group based work (biking, walking, Canoeing, Duke of Edinburgh etc)	1 day per week	Summit Education Team
To improve well-being and self-discipline when in heightened state of frustration	W2	Martial Arts – Group based at a local dojo. Led by specialists. Various methods studied and explored with a focus on discipline	Every Thursday afternoon 1x60mins	LMA staff
To apply de-escalation strategies when in times of distress	W2	Reflect Room - time-out and opportunity for deeper reflection and coaching about self-control and restorative practice	As required	??
To re-engage vulnerable and anxious learners	W3	Home tutor. A short-term provision designed to aid re-integration to TPRS education.	Reviewed weekly	Home tutor/ mentor.



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in education away from a typical school setting.				
Key Stage 4	Wave	Provision	Frequency	Staff
To build relationships with parents and carers, whilst creating a home-school partnership that works together to modify student behaviour or improve their well-being.	W1	Home visit/ parent/ carer meeting with key teachers and support staff.	Whenever necessary	TPRS staff
To develop self-awareness and provide an opportunity for reflection and de-escalation.	W2	Reflect Room -Students are referred to the Reflect Room if they have exhausted the warning system and prevent other students from learning and being safe.	No more than once a day. If pupil's behaviour continues to deteriorate a "coaching" call home is actioned. If it has not impact an exclusion may be sanctioned .	Reflect room staff, HOC
To enhance the emotional wellbeing of students within the service.	W2	TPRS Counsellor referral - Access to a qualified counsellor on site in a private and appropriate space.	By appointment or referral	Designated counsellor service.
Emotional Literacy: Assessment and intervention identifies the status of pupils emotional literacy and provides follow-up activities for intervention where necessary. Self-awareness, self-regulation, motivation, empathy and social skills.	W2	TPRS Personalised 1-1 Emotional Literacy intervention.	A Bespoke package delivered following a referral.	AB



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To develop self-esteem and confidence within an outdoor education environment that promotes team-work, maturity, resilience consideration for others.	W2	Summit Outdoor Education Team – Group based work (biking, walking, Canoeing, Duke of Edinburgh etc)	1 day per week	Summit Education Team
Designed to re-engage school refusers or pupils who have anxieties about working in larger peer group.	W2	TPRS Aspire (therapeutic learning referral). Maximum teaching group of 4. Complete project based learning to address a broad curriculum.	Reviewed every 6 weeks.	AB, JH, AR
To improve well-being and self-discipline when in heightened state of frustration	W2	LMA group activity- Group based at a local dojo. Led by specialists. Various methods studied and explored with a focus on discipline	Twice a week	LW, HOC
Designed to give students a foundation of learning that can be built upon as they access other interventions	W2	Bespoke timetable- Personalised timetable that designed to meet the needs of the individual	Reviewed every 4 weeks	Tutor/ Attendance Officer
Access to an alternative learning programme that enables pupils to access a learning experience appropriate to their needs and not accessible within school Curriculum	W3	Alternative Provision-eg College, W4U, Arc, Active Tameside, GMAP	Part or full-time	LW, HOC
Access to the workplace to develop skills and attribute required for employment	W3	Work Placement- A short term or long-term experience broadly related to future career aspirations	One week and daily for longer period of time	Careers and Work-Based Learning Coordinator, Positive steps



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To re-engage vulnerable and anxious learners in education away from a typical school setting.	W3	Home tutor. A short-term provision designed to aid re-integration to TPRS education.	Reviewed weekly	Home tutor/mentor.
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