|  |  |  |  |
| --- | --- | --- | --- |
| **South Somerset Partnership School Curriculum Pathways 2022-2023** | | | |
| **Statutory Placements**  Full time and short term | | **Partnership placements**  Full or part time. | |
| Permanently Excluded,  Hard to Place,  LTVC | Medical needs that require longer term intervention  Pupils with EHCP’s that name SSPS  Pupils PEX / Partnership placed for Year 11 | Full or Part Time.  Agreed for half a term, can be extended through AIP agreement. | Part time, usually for a year |
| **Induction into our school- for all pathways** | | | |
| * A planned entry and introduction with a chance to build relationships with key adults, then Thrive Assessment. (As suggested by ‘Thrive in AP’ guidance). * Current Attendance analysed and targets set. We expect all pupils attendance to increase as provision meets needs. | | | |
| **Re-Engaging** | **Doing School Differently** | **Filling the Gaps** | **Supporting** |
| **Additional Academic Assessment**  **CAT score**- the language of the mainstream - **WRAT score**- SEND identification - **Teacher Assessment**- strengths and gaps | | | These are Alternative Provision programmes schools can purchase to support individuals remaining in their mainstream provision.  Predominantly, they tend to be for KS3 and KS4 pupils but all ages can be catered for.  Outcomes are measured through increased attendance at school, increase in Thrive assessment and individual pupils not being NEET at the end of Year 11. |
| This is a short term, re-engagement placement for pupils who are disengaged with main stream, who have either been PEXed or have stopped attending for medical or mental health reasons.  Core learning is focused on filling academic gaps and accelerating progress.  Assessment for EHCP may be an identified need and evidence to support formal assessment can be provided for the pupils’ destination.  Significant time is allocated to experiential learning to fill developmental gaps and support integration into next provision. | A few places can be purchased by schools for a pupil in KS4 at risk of PEX, if capacity allows.  This is a traditional subject and knowledge-based curriculum that develops schema through delivery of the big concepts identified in the national curriculum.  Pupils have the opportunity to take external assessment and qualifications in line with mainstream peers. | Schools can purchase these placements in half term blocks.  They tend to be for younger pupils, KS2-3.  Core and foundation subjects are delivered through topic-based learning and Thrive is seen as integral to these groups as pupils’ developmental gaps are filled and a love of learning is nurtured.  Outcomes are measured through an increase in Thrive assessment and individual pupils being successful in their mainstream school. |
| Core Subjects: 16/30  Thrive Indoors (BTEC): 6/30  Thrive Outdoors: 8/30 | Core Subjects: 12/30  Foundation / Vocational: 8/30  Thrive Indoors: 4/30  PE / RSHE / Thrive Breakfast: 6/30 | Core + Foundation Subjects: 20/30  Thrive Outdoors (LOTC): 5/30  Thrive Indoors (Creative): 5/30 | Thrive Indoors: 6/12  Thrive Outdoors: 6/12  An additional day for some pupils can be negotiated with the PRU. |
| *RSHE delivered as part of Core Subjects* | *RSHE delivered as part of Core Subjects* | *RSHE delivered as core and/or part of Thrive* | *RSHE delivered through Thrive in and out* |
| **What are the destinations for these pathways?** | | | |
| **Either:** return to school through Fair Access Panel Allocations  **Or**: Short term partnership placement to support integration.  **Or**: Statutory full time placement allocated | **Either**: move into post 16 provision (supported by the DfE AP NEET fund)  **Or:** Move into SEND provision using Annual Review process. | You must be engaging in the provision offered by your mainstream school to maintain this placement. | |

**Our Core Subjects:**

|  |  |  |
| --- | --- | --- |
| KS1 | KS2-3 | KS4 |
| *Pupils in KS1 have an individual and bespoke package ‘Getting Ready’ for formal learning. Ideally delivered in partnership with a mainstream school and supporting integration.* | Maths | Maths |
| English | English |
| STEM | Science |
| Creative (Thrive Indoors- Art / Music / Cooking) | Creative (Thrive Indoors- Art projects / BTEC HCS) |
| Topic (Foundation Subjects) | History / Geography |
| Outdoor Thrive | Vocational (BTEC VE / College placement), inc Outdoor Learning |
| PE (including KS2 swimming) | PE |

**What is Thrive?**

The Thrive Approach uses a developmental framework to clarify the connections between social and emotional development, behaviour and learning.

Our intention is that through carefully chosen Activities using related tasks and desirable experiences we can make the most of the learning opportunities.

Additionally, we provide activities that lend themselves to the recycling of the developmental need as they arise until the individual pupil’s social and emotional needs are met.

The final intention of the curriculum is to also provide activities that lend themselves to developing pupils Self-Awareness.

Incrementally, Thrive focusses on:

* Learning to be
* Learning to do
* Learning to think
* Learning to be powerful and have an identity
* Learning to be skilful and have structure
* Learning to be independent

***‘My mission in life is not that you survive, but that you thrive with passion, compassion, humour and style’*** *(Maya Angelou)*

**Glossary of terms:**

LTVC: Long Term Virtual Classroom – specialist support for children too unwell to attend school. All teaching and support delivered remotely.

EHCP’s: Education, Health and Care Plans- statutory plans issued by Somerset SEND for some pupils who need long term specialist support

PEX: Permanent expulsion from school.

AIP: area Inclusion Panel- regular meeting of professionals to agree use of the PRU resources.

AP: Alternative Provision

CAT: Cognitive Ability Tests- used by many mainstream schools to support pupil progress.

WRAT: Wide Ranging Ability Tests- used to identify any unknown or unmet learning needs.

Destination: The next educational placement for a pupil, either post 16 college, a new mainstream school or a special school.

BTEC: a qualification or exam in a technical or vocational subject.

HCS: Home Cooking Skills (catering qualification, equivalent to GCSE Level 2)

VE: Vocational Education (qualification equivalent to GCSE Level 1)

LOTC: Learning Outside the Classroom

KS1/KS2/KS3/KS4: A range of school years with national standardised assessments.

* KS1- Years 1 and 2
* KS2- Years 3-6
* KS3- Years 7-9
* KS4- Years 10 and 11