

Stabilisation

This includes CYP who are unable to engage due to significant physical or mental ill-health.

The Learning Mentors will play a key role in ensuring that CYP are on a journey into Chapel House.

CYP will be attending Acorn and are building relationships with a small team of staff as an initial aspect of engagement with Chapel.

We will support students in terms of creating familiarity and routines given the extended time out of school.

Our focus will be on stability of health, be this mental or physical and the CYP feeling safe.

Where appropriate students will undertake a WRAT assessment.

Learning

CYP is able to access a curriculum offer which is linked to 'academic' capability at time of referral.

Focus on progress within lessons with ongoing assessments ensuring that learning is tailored to the individual needs in a bespoke manner.

Support CYP to develop their readiness for next steps whether that be to their post-16 destination, new or 'home school'.

If appropriate individual offers will be reviewed and adjusted as needed.



Engagement

CYP unable to access full time offer - following a bespoke offer.

CYP has limited attendance to lessons.

3-week transition timetable is in place.

Relationships are being built with the wider staff team and developing readiness for learning – creating greater familiarity with routines.

Support CYP to develop increased resilience to allow offer to be increased when appropriate.

A completed Stabilisation Pathway is not required in order to access this stage.

Review

CYP are reviewed continuously by the staff to allow for adjustments to be made to ensure that learning is accessible. On-going informal observations allow staff to adjust learning to meet the CYP where they are at.

Fortnightly attendance analysis completed and where concerns are identified actions are put in place.

Every 4 weeks a deeper look at attendance patterns is completed and from this, further actions are identified which may draw in external support as needed.

Mentor led reviews completed (6-12 weekly) based on need.

Termly IEP reviews completed by the most appropriate members of staff based on knowledge and relationship with the CYP.

Where appropriate EHCP reviews are complete in liaison with home schools.

Please note:

We acknowledge that plans may need to change very quickly and we are flexible in our approach.

CYP will move between each of the stages and this will not always follow a linear model and they may move between them in an individual lesson.

The focus of each pathway is to support educational progress and ensure readiness for future transitions – education is informed by their WRAT baseline assessment, alongside information on transition.