Kingfisher Academy Learning Pathways: Becton

Stabilisation

Due to their mental health needs, the young person (YP) is not currently able to access a full-time educational programme. Education will be delivered flexibly, either on the ward or in a classroom setting, using the Sapphire C or Emerald C curriculum as part of a bespoke package designed to build relationships and support engagement. The length and structure of sessions will be adapted to meet individual needs.

The initial focus is on stabilisation through building trusting relationships, creating familiarity, and reducing anxiety by working with a small, consistent group of staff. Carefully selected resources and activities will be used to support this process.

Staff will:

- Meet the YP on the ward/in the classroom
- Learning mentors will complete a pupil passport
- Staff will plan a bespoke ward-based and/or classroom-based timetable
- Use enrichment activities to support emotional regulation and stabilisation

Learning

All young people will initially be offered a full-time school-based learning pathway. Students may begin on the learning pathway but, if their mental health deteriorates, they may temporarily move back to the Engagement or Stabilisation Pathways. Movement between pathways is flexible and responsive to need.

Progression through the pathways, particularly from Stabilisation through to the Learning Pathway, is used as an indicator that a YP is becoming ready for discharge.

Engagement

Due to their mental health needs, the YP may not yet be ready to access a full-time timetable, or may be transitioning from the Stabilisation pathway. Provision at this stage is designed to gradually increase engagement with learning and the school environment. Lessons may be shorter than one hour and are used to begin establishing routines, alongside developing relationships with a wider staff team. The focus is on supporting readiness for learning within a school setting.

A bespoke timetable will be planned, which may be part-time or full-time depending on individual need. Subjects of interest will be prioritised, with gradual and supported exposure to a broader curriculum. A completed Stabilisation Pathway is not required in order to access this stage.

Review

YP are reviewed continuously by the education team. We also work collaboratively with NHS teams and other agencies to ensure we have appropriate and purposeful curriculum provision in place, e.g., working with the Mental Health team, including OTs, SALT and psychologists.

This dynamic, day-to-day review feeds into wider school review processes, e.g., IEP or EHCP reviews which are reviewed formally every term.

The voice of parents/ carers and the CYP themselves is central to our offer. This is done primarily through visiting CYP in the morning ahead of sessions, listening to parents/ carers and CYP on their preferences, and revisiting this throughout the session and being responsive to how the CYP is presenting at the time.

Please Note:

The YP will follow a learning pathway that is matched to their current level of attainment, as identified through assessment at the point of admission. Provision will be delivered by Kingfisher Academy and may consist of curriculum provided by YP's mainstream school or by Kingfisher Academy.

The focus of these pathways is to support educational progress and ensure readiness for future transitions. Each YP's educational programme is informed by their Kingfisher WRAT baseline assessment, alongside information from their mainstream school and, where applicable, GCSE results for post-16 learners.

The length of lessons will vary in response to the YP's mental health, presentation, and ability to engage on any given day, and may change even within a single session. We recognise that circumstances can change rapidly and therefore adopt a flexible, responsive approach. As a result, lesson length is determined by individual need rather than by pathway. Lessons may last up to one hour and can be delivered in smaller components across the day where appropriate.

All children and young people (CYP) have a bespoke timetable, with teaching delivered on the wards when needed. Supporting mental health and emotional wellbeing is integral to all pathways.