



Bespoke Pathway Intent Statement:

Brookfield School delivers an exciting, innovative and holistic curriculum specifically designed to meet the needs of pupils with an EHCP for Social, Emotional and Mental Health, who may have experienced trauma and/or difficulties in previous educational settings. The Bespoke Pathway is the route used to assess and support the furthest to reach young people for whom participation in a typical school day has become particularly problematic.

The 4 key development areas used at Brookfield School aim to prepare every pupil to meet current and future demands and prepare them for life beyond school.

Starting points are varied but each individual learning pathway ensures that ALL pupils will be prepared to be or to become:

- 1) Ready to Learn
- 2) Lifelong Learners
- 3) Responsible Citizens
- 4) Future Ready

The Bespoke Pathway, presented diagrammatically in Figure 1, provides a staged, progressive approach which enables pupils to take their first steps back into education, and then supports them to engage positively on the journey back to a full-time offer:

“You don’t have to see the whole staircase, you just have to take the first step.”

Martin Luther King

Stage One: Re-engagement with Education (6 weeks minimum)

This stage aims to scaffold a range of activities and interaction with members of the bespoke team to build confidence, trust and re-engage pupils with learning and, in some cases, with themselves.

At Brookfield School, our Bespoke pupils’ view of self, their interests and personal goals are explored through relaxed conversation and the use of open-ended questioning whilst engaged in preferred activity. Parents and carers and the local authority are actively encouraged to be part of this process.

Information is shared through team meetings and used to inform future activities, and then to provide opportunities for pupils to engage positively with new experiences and set SMART targets. Their targets and progress are closely monitored via scrutiny of the session review data and within team meetings, which is used to evaluate successes and progression at the end of each week for up to six weeks; this information is used to inform future planning.

After six weeks it is hoped that pupils will be engaged at least part-time in school in the Bespoke Bunker, although some pupils may require a little longer.

Stage Two: Progressive Integration into an Appropriate Educational Setting

“Setting goals is the first step in turning the invisible into the visible.”

Tony Robbins

Through fostering trusting relationships with staff and close mentoring, each pupil will undertake the study of English, Mathematics, PE/Outdoor Education, ICT/Science and PSD using curriculum plans that line up with main school and link to intent statements for all subjects. During this stage which could last for up to 12 weeks (possibly more), pupils are encouraged to involve themselves in target setting in subject areas and work towards full time participation in a school either through face-to-face teaching in class teaching or through a more blended curriculum involving work related learning, virtual teaching and learning sessions and fewer face-to-face sessions. At each stage this is discussed with the pupil, their parents/carers and staff such that a completely bespoke curriculum can be followed if necessary, which keeps close links to the whole school curriculum with the long term aim of enabling the pupil to attend within a group in school.

The literacy strategy in school underpins the work we begin at this critical stage; pupils are encouraged to develop their language through targeted vocabulary (Tier 2/3) and reading across a broad range of topics and subjects. Informal chat in the early stages aims to foster and develop structured talk relative to success as each individual pupil progresses and evolves towards achieving their goals.

Stage 3: Increased Access to Wider Whole School Provision (KS3 or KS4) until Independence is achieved

If appropriate, after 12 weeks, pupils will have made enough progress to begin discussion with KS3/4 Provision Leads to begin the integration into a suitable peer group in school. Working closely with all stakeholders and utilizing the trusted relationships with now familiar Bespoke staff, the pupil is gradually introduced to and provided with the opportunity to access wider school. Bespoke staff work closely with staff based within the provision and gradually withdraw

as new relationships are formed until independence for the pupil is achieved. At this point, the pupil will be attending a fulltime offer alongside their peers in either KS3 or KS4 provision and will no longer require a Bespoke place.