

Intensive Support Pathway - Progression scales

Pupils identified for the **Intensive Support** option within the Transition Pathway Provision have significant barriers to learning that can not be accommodated within the main offer and require a bespoke plan that is progressive in design and aligned with the changing needs and pressures of each pupil.

Pupils will start at different steps on the scale dependent upon need, confidence, previous experiences, engagement levels and barriers. This will be identified upon entry.

The steps below will inform regular review meetings (6 weekly) and provide a focus for progression, inclusion and increased opportunity at a pace that is appropriate for each pupil.

Step #1

- 1 - Complete inability/refusal to engage
- 2 - Engage with school discussions with parents
- 3 - Engage with online or in person discussions with school staff
- 4 - Agreement of a regular check in and discussion re: school
- 5 - Engagement in at least 1 formal session per week - at home
- 6 - Commitment to working with Brookfield

Acknowledgement of need

Step #2

- 1 - Understanding of progression scale
- 2 - Understanding and acceptance of expectations
- 3 - Engagement in at least 1 formal session per week - outside of the home
- 4 - Awareness of targets and aspirations

Commitment to self development

Step #3

- 1- Engagement in at up to 3 sessions per week - outside of the home
- 2 - Engagement in at least 1 formal learning session per week - Maths/English
- 3 - Engagement in at least 1 personal development or physical activity task

Commitment to addressing learning gaps and increasing engagement

Step #4

- 1- Engagement in at least 3 sessions per week - outside of the home
- 2 - Engagement in at least 1 formal learning session per week - Maths/English
- 3- Engagement in at least 1 personal development session/week
4. - Engagement in at least 1 physical activity/enrichment based session/week

Ability to work independently in a highly supported environment

Step #5

- 1 - Engagement in at least 3 sessions per week - outside of the home
- 2 - Engagement in at least 1 formal learning session per week - Maths/English
- 3 - Engagement in at least 1 personal development session/week
- 4 - Engagement in at least 1 physical activity/enrichment based session/week

Commitment and ability to work as part of a small Transition Pathway group

Step #6

- 1- Engagement in 3 sessions per week - all or part with a Transition Pathway group
- 2 - Engagement in at least 1 formal learning session per week - Maths/English
- 3 - Engagement in at least 1 personal development session/week
- 4 - Engagement in at least 1 physical activity based session/week

Commitment to access at least 1 session/week in the Transition Pathway group

Step #7

- 1- Sustained engagement in agreed weekly sessions - maths, english, PSD, physical activity, enrichment
- 2 - Engagement in at least 1 session within the Transition Pathway provision
- 3 - Ability to manage an increased external influences - learning & social

Confidence from all parties to increase access to an appropriate Transition Pathway group

Step #8

- 1 - Sustained engagement in agreed weekly sessions - maths, english, PSD, physical activity, enrichment
- 2 - Engagement in at least 1 full day within the Transition Pathway provision
- 3 - Ability to manage an increased workload, expectations and external influences - learning & social

Confidence from all parties to increase access to Transition Pathway sessions

Step #9

- 1 - Sustained engagement in agreed weekly sessions - maths, english, PSD, physical activity, enrichment
- 2 - Engagement in upto 3 full days within the Transition Pathway provision
- 3 - Ability to manage an increased workload, expectations and external influences - learning & social

Confidence from all parties to increase access to Full Transition Pathway place

Step #10

- 1 - Sustained engagement on 3 full days as part of maintained support (with support)

Confidence from all parties to be fully integrated into the Transition Pathway - Place Confirmed!

Pupils may move between steps so that provision remains effective. Engagement and progress will be constantly monitored and reviewed and all decisions shared with LA, parents/carers.