



Transition Pathway Provision (September 2025)

The Transition Pathway is a specialist provision within **Brookfield School**, created for pupils whose diverse needs have (to date) restricted their ability to access a formal educational setting. **Pupils identified for this provision have struggled to attend or feel understood in traditional settings — not because of a lack of ability, but because the standard system does not meet their individuality.**

As part of Brookfield School, the pathway benefits from the wider **school's expertise, resources, and SEMH experience**, while offering a **flexible, personalised environment** tailored to each learner.

Aim

Designed primarily for pupils in **Years 10 and 11**, the Transition Pathway provides a **bespoke Key Stage 4 experience** for learners who join the school following significant disruption, extended gaps in education, changing environmental factors, family dynamics and or changes in their school offer. These pupils often arrive with limited aspirations and lack motivation, confidence, and trust. The pathway aims to offer a flexible, personalised approach that supports re-engagement, builds confidence, and makes them better prepared for a successful transition into post-16 education, training, or employment.

Purpose

The core purpose of the Transition Pathway is to provide a responsive, interest-led curriculum that reconnects pupils with learning and supports their personal, social, emotional, and academic development.

We aim to:

- Re-engage pupils through an **interest-led learning**
- Build confidence, independence, and emotional literacy
- Prepare for successful **post-16 transitions** into college, training, or employment
- Strengthen **family partnership** to sustain long-term success

We recognise that each pupil brings a unique set of strengths, needs, and aspirations. As such, the provision is designed to be highly adaptable, offering a range of structured and supported opportunities that promote progress, independence, and future readiness.

Curriculum and Offer

The Transition Pathway provides up to **five full days of structured, meaningful learning**, with flexibility to accommodate progressive and gradual re-engagement (reviewed and adapted regularly).

1. Core Learning (English, Maths, PSD)

- Taught by qualified teachers, mirroring Brookfield's main school curriculum.
- Focus on small group (3 pupils) instruction for targeted, immediate feedback.
- Contextualised, interest-based projects make learning relevant and motivating.
- Accreditation through **Functional Skills** or **GCSE** where appropriate.
- Emphasis on rebuilding self-belief, academic resilience, and increased peer interaction.

2. Vocational Learning (up to 2 days per week)

Hands-on, career-focused experience that connects learning to real-life outcomes.

Current offer includes (but not limited to):

- **Outdoor Education** – teamwork, resilience, and leadership
- **Construction** – practical trades and employability
- **Catering** – food preparation and hospitality
- **Sport & Leisure** – wellbeing, discipline, and teamwork
- **Creative Media & Art** – self-expression and digital literacy
- **Business and Enterprise** – Compliments all areas and next steps
- **Health & Fitness** – Purpose, motivation and healthy lifestyle/choices

Each course is led by experienced instructors in small, supportive groups. Vocational pathways are **pupil-led and adaptive**, with outcomes supporting post-16 opportunities.

3. Preparation for Adulthood

Delivered through mentor-led sessions aligned with the national *Preparing for Adulthood (PfA)* outcomes:

- **Employment:** CEIAG, work experience, and goal setting
- **Independent Living:** budgeting, travel training, and life skills
- **Community Inclusion:** volunteering and social engagement
- **Health and Wellbeing:** self-care, resilience, and emotional regulation

Features include the **Duke of Edinburgh Award**, careers guidance, and pupil-led goal setting.

4. Mentoring and Support

Every pupil have a **dedicated mentor** who works with a small group throughout the week.

Mentors provide consistency, advocate for pupils, and liaise closely with families.

Pupils have access (where appropriate) to:

- Counselling, SALT, and emotional literacy support
- Learning intervention
- Family attendance/engagement support
- Online learning – to increase access, engagement, and address significant barriers to learning.

Pedagogical Foundations and Ethos

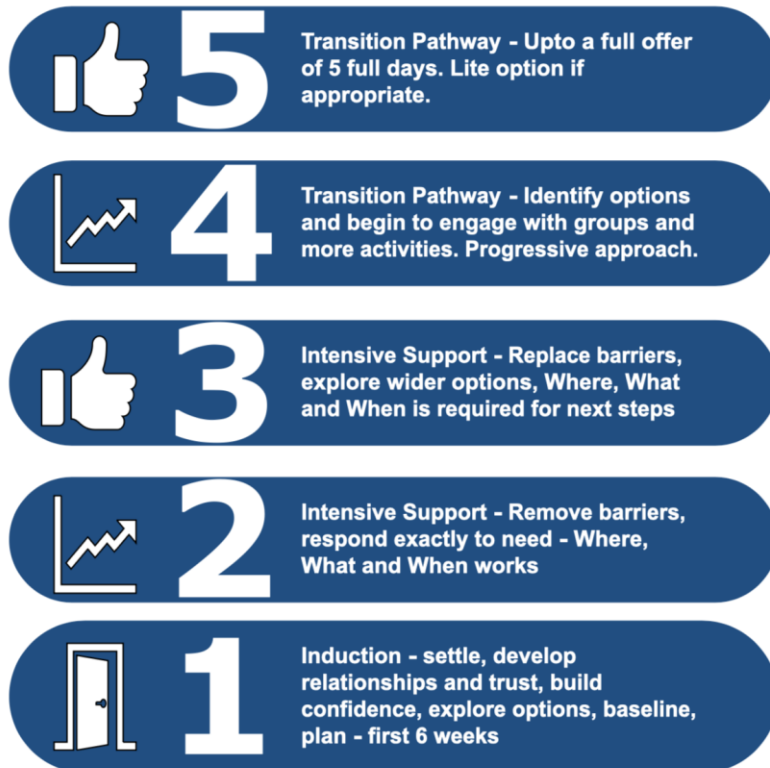
The Transition Pathway is underpinned by a commitment to personalised learning, relational practice, and future-focused planning. Key principles include:

- **Pupil-centered design:** Curriculum choices and learning experiences are shaped around individual interests, strengths, and aspirations, promoting engagement and ownership.
- **Flexible delivery:** The structure allows for a blend of academic, vocational, and experiential learning, with the ability to adapt to changing needs and circumstances.
- **Small group instruction:** Low pupil-to-adult ratios ensure high levels of support, enabling staff to build strong relationships and provide targeted guidance.
- **Preparation for adulthood:** The pathway explicitly supports the development of independence, self-awareness, and decision-making skills, aligned with the four Preparing for Adulthood (PfA) outcomes: employment, independent living, community inclusion, and health.

At its heart, the Transition Pathway is about reconnection, relevance, and readiness. Every session is designed to be enjoyable, meaningful, and linked to real-world outcomes. We believe that by offering bespoke, high-quality learning experiences in an adaptive and supportive environment, pupils can rediscover their potential and take confident steps toward a positive and sustainable future.

Stages of engagement and progression

Due to the history of interrupted learning, reduced school attendance, or limited access to consistent curriculum experiences, pupils need a staged/progressive approach that builds rather than reduces (schools often pair back their universal offer to suit pupil needs, we build from a safe place that reduces setbacks and further disruption – due to time available in KS4).



Provision is agreed prior to admission (LA, Parents/carers, Pupil and School) and reviewed every half term (approx 6 weeks). The offer aims to build towards full time engagement with subtle strategies that support each change or transition. Every pupil's needs and journey is different and careful consideration is made to support and provide for this. We use a comprehensive tracking pathway (steps) that supports progression and understanding of what we can offer.

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.

Consultation, Admission and Induction timescales



Transition Pathway - Induction Timescales

Note:

Admission and induction progress is dependent upon all involved fully engaging and agreeing next steps but will also consider previous experience and current needs.

LA identify need/place

Pupil identified as needing a bespoke special educational provision (LA)
Brookfield approached to establish ability to offer a bespoke package.

Meetings and Visits

To establish need, share options and ideas and begin the assessment and planning process based upon need and aspirations.

A series of meetings/visits may be needed to establish a clear and progressive induction process.



Discuss options and interests

Further options, expectations and plans discussed. Frequency and length of sessions discussed and venues identified.

Staffing, venues and options explored and sourced by school.

Agree options

School identify most appropriate starting point, agree initial plan and potential progression options and timescales. Agreed by LA, school, pupil, parents, carers.



Start!

Start date agreed.
Provision and risk assessments developed during first 6 weeks to match demand, engagement and need.

6 weekly review

Provision reviewed daily, weekly and every 6 weeks (formally) to ensure appropriate provision is in place, meeting expectations and working towards progression milestones.



Progression Opportunities

Options can include:

- Intensive Support (time, sessions, days, venues, staff)
- Transition Pathway and specialist vocational subjects (where and when appropriate)
- Integration into main school (part/full time)

Development Opportunities

Access to larger groups
Transition Pathway
Access to main school lessons and groups
College tasters and technical encounters.



There is a progression scale that staff will share at parent review days, annual reviews and upon request

Core Learning Offer

At Brookfield School, we recognise that many pupils entering the Transition Pathway in Years 10 and 11 have experienced long-standing barriers to success in core subjects such as English and Maths. These challenges are especially pronounced among boys aged 14–16, who are statistically more likely to disengage from traditional academic learning due to a combination of low prior attainment, reduced self-efficacy, and negative past experiences in school settings.

Research shows that boys in this age group often struggle with literacy and numeracy due to a lack of confidence, limited opportunities for success, and a curriculum that may not feel relevant to their lives or aspirations. These difficulties are frequently compounded by disrupted schooling, inconsistent support, and emotional or behavioural needs that have gone unmet.

To address this, our core learning offer is designed not only to deliver essential academic content but to rebuild trust in learning. We do this through:

- Small group teaching, which allows for highly personalised instruction, immediate feedback, and the development of strong, supportive relationships between staff and pupils.
- High levels of adult support, ensuring that misconceptions are addressed quickly and that pupils feel safe to take academic risks without fear of failure.
- Contextualised and interest-led learning, where English and Maths are linked to real-life scenarios, vocational interests, and future goals—making learning more meaningful and motivating.
- Celebration of small wins, helping pupils to recognise progress and build a sense of achievement, which is critical for re-engagement.

This approach is grounded in evidence that targeted, high-support environments can significantly improve outcomes for disengaged learners. By reducing group sizes and increasing relational support, we create the conditions for pupils to reconnect with core learning, develop essential skills, and build the confidence needed to succeed in post-16 education or training.

Ultimately, our aim is not just to close academic gaps, but to change the narrative around learning—so that every pupil, regardless of their starting point, can see themselves as capable, valued, and ready for the next stage of their journey.

Taught by highly skilled, experienced and qualified teachers (not tutors) our core offer of Maths English and Personal Social Development (PSD) mirrors that in the main school. Maths and English are accredited at an appropriate level (entry, Functional 1, Functional 2, GCSE). Due to restricted timescales (late arrivals in KS4), GCSE may not be offered. Most pupils have been

subject to Section 19 provision (tutors at home) before they arrived at Brookfield. Others would have fallen into that option if a place had not been available.

Vocational Offer

Vocational learning at Brookfield School is a cornerstone of our Transition Pathway, offering pupils in Years 10 and 11 a chance to explore practical subjects that align with their interests, strengths, and future aspirations. For many pupils with SEMH needs and disrupted educational histories, vocational education provides a fresh start—a way to reconnect with learning through hands-on, real-world experiences that feel relevant and rewarding.

Our current vocational offer includes:

- **Outdoor Education** – Building teamwork, resilience, and leadership through nature-based challenges and physical activity.
- **Construction** – Developing practical skills in carpentry, joinery, and basic building techniques, with a focus on safety and employability.
- **Catering** – Learning food preparation, hygiene, and service skills in a structured kitchen environment, with opportunities to explore hospitality careers.
- **Sport and Leisure** – Promoting physical health, teamwork, and personal discipline through structured sports and fitness activities.
- **Creative Media & Art** – Encouraging self-expression, creativity, and digital literacy through visual arts, photography, and media production.
- **Business and Enterprise** – Compliments all areas and next steps
- **Health & Fitness** – Purpose, motivation and healthy lifestyle/choices

Additional options are developed based upon demand and pupil interests and aspirations.

These subjects are delivered by experienced instructors in small, supportive groups, allowing for high levels of individual attention and tailored instruction. This model is supported by research showing that vocational education improves engagement and outcomes for pupils who struggle in traditional academic settings. It also aligns with the principles of experiential learning, where pupils learn best by doing, reflecting, and applying their skills in meaningful contexts.

Importantly, our vocational curriculum is pupil-led and responsive. Where demand exists, we introduce new subjects to reflect emerging interests and career goals—ensuring that every pupil feels seen, heard, and supported in their journey.

Vocational learning at Brookfield is not just about gaining qualifications; it's about building confidence, discovering talents, and preparing for life beyond school. Whether a pupil is aiming for college, an apprenticeship, or direct employment, our vocational offer provides the skills, experiences, and mindset needed to take that next step with pride and purpose.

Preparation for Adulthood Offer

The Preparation for Adulthood element of the Transition Pathway is designed to equip pupils with the skills, experiences, and mindset needed to thrive beyond school. For pupils in Years 10 and 11 who have faced educational disruption, this part of the curriculum offers a structured, supportive space to explore identity, develop independence, and plan for the future.

Delivered by each pupil's dedicated mentor, the day focuses on the four key outcomes outlined in the Preparing for Adulthood (PfA) framework:

1. **Employment** – Through careers education (CEIAG), work-related learning, and goal-setting, pupils explore pathways into college, apprenticeships, and jobs that match their interests and strengths.
2. **Independent Living** – Pupils develop practical life skills such as budgeting, cooking, travel training, and managing personal responsibilities.
3. **Community Inclusion** – Activities promote social confidence, teamwork, and engagement with wider community opportunities, including volunteering and enrichment.
4. **Health and Wellbeing** – Pupils learn strategies for managing their physical and emotional health, including self-care, resilience, and accessing support.

Key features of this strand include:

- **Duke of Edinburgh Award (DofE)** – A nationally recognised programme that builds resilience, teamwork, and leadership through physical, volunteering, and expedition challenges.
- **Pupil-led planning** – Activities and goals are shaped around each pupil's interests, needs, and aspirations, ensuring relevance and ownership.
- **Mentor-led delivery** – The mentor provides continuity, emotional support, and personalised guidance, helping pupils set realistic goals and reflect on progress.

Research shows that structured preparation for adulthood significantly improves outcomes for pupils with SEND, particularly when delivered in a relational, personalised way. By embedding these experiences into the weekly timetable, we ensure that pupils are not only academically supported but also holistically prepared for the challenges and opportunities of adult life.

At Brookfield, we believe that every pupil deserves to leave school with a sense of purpose, capability, and direction. The Preparation for Adulthood element is our commitment to making that belief a reality.

Family Support & Home-School Partnership

At Brookfield School, we believe that strong relationships with families are essential to pupil success—especially for those joining us later in their school journey. The Transition Pathway is built on a foundation of collaboration, communication, and care, ensuring that every pupil is supported not only in school, but at home and in the wider community.

Each pupil is assigned a dedicated mentor, who acts as the key point of contact for families. Mentors:

- Provide regular updates on progress and wellbeing
- Coordinate support across vocational, academic, and personal development areas
- Work closely with parents and carers to set goals and celebrate achievements
- Offer guidance and signposting to additional services when needed

We understand that many families have experienced challenges navigating the education system. That's why we prioritise open, honest communication and offer flexible ways to stay connected—whether through phone calls, home visits, online meetings, or in-person reviews.

Our intention is to support and empower families to become more confident and able to access support independently over time.

Access to Wider Resources and Expertise

As part of the wider Brookfield School community, pupils on the Transition Pathway benefit from access to the school's full range of specialist support and facilities, including:

- Therapeutic services (e.g. counselling, emotional literacy support)
- SEND expertise and personalised learning plans
- Careers and transition support through our CEIAG team
- Enrichment opportunities and whole-school events
- Safeguarding and pastoral care from experienced staff

We also work closely with external agencies, local colleges, and training providers to ensure that every pupil has a clear, supported route into post-16 education or employment.

Intensive Support Offer - used throughout admission and induction process but also as a strategy to prepare for Transition Pathway for those that need it.

Some pupils entering the Transition Pathway at Brookfield School require a more gradual and personalised approach before they are ready to access the full group-based offer. For these learners, we provide an Intensive Support Offer—a carefully tailored programme delivered through one-to-one sessions or very small groups. This approach is designed to remove barriers to learning, rebuild trust, and develop the foundational skills needed for future engagement.

Rather than placing pupils into wider curriculum activities prematurely, the intensive support model allows us to work at the pupil's pace, focusing on emotional regulation, confidence-building, and core learning readiness. It is a staged and progressive approach, where exposure to group learning and vocational experiences is introduced gradually, based on individual readiness and response.

This method is supported by national guidance and research, which highlights that graduated, personalised support significantly improves outcomes for pupils with SEMH needs—particularly in terms of engagement, wellbeing, and academic progress.

Through consistent mentoring, structured routines, and targeted interventions (family, learning and therapeutic), pupils begin to experience success in a safe, predictable environment. As barriers are reduced, we shift focus towards replacing those barriers with skills, strategies, and confidence, enabling pupils to transition into the broader Transition Pathway offer with greater resilience and independence. This model ensures that every pupil is supported not only to access learning, but to thrive within it.

