



## **Transition Pathway Provision (September 2025)**

*The Transition Pathway is an addition to Brookfield's core (main school) offer and was designed to meet increasing need, reduce disruption and to increase the level of intervention and opportunities available to pupils and their families.*

### **Intent Statement**

The Transition Pathway at Brookfield School is a bespoke Key Stage 4 provision designed to meet the needs of pupils in Years 10 and 11 who join the school following significant disruption, gaps, or changes in their educational journey. These pupils often arrive with a history of interrupted learning, reduced school attendance, or limited access to consistent curriculum experiences. The pathway offers a flexible, personalised approach that supports re-engagement, builds confidence, and prepares pupils for successful transition into post-16 education, training, or employment.

### **Our 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, and academic development. 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.

### **The Provision Includes:**

- Vocational study days (up to 2), offering practical, hands-on learning in separate subject areas. These are selected based on pupil interests, aptitudes, and career goals, and are delivered by skilled instructors in small, supportive groups.
- Formal learning, focused on English, Maths, and Personal & Social Development (PSD), ensuring continued access to core academic content and essential life skills.
- Work experience, providing real-world exposure to the workplace, helping pupils develop employability skills, confidence, and a clearer understanding of future pathways.
- Preparation for adulthood, including activities such as the Duke of Edinburgh Award (DofE), Careers Education, Information, Advice and Guidance (CEIAG), and independence skills. This day is led by the mentor and is tailored to each pupil's stage of development and future goals.
- Access to online learning and digital resources, particularly for pupils experiencing Emotionally Based School Avoidance (EBSA), enabling flexible engagement and continuity of learning when full-time attendance is not possible.

Thorough and targeted transition, Intensive support and access to a well-resourced and progressive approach aims to enable pupils to access 5 full days of meaningful and accessible education. Progress and engagement is reviewed regularly and provision adjusted to support, challenge and prepare for next steps.

## **Mentoring and Support**

Each pupil is supported by a dedicated mentor, who works with a small group of three pupils across the week. The mentor plays a central role in building trust, promoting consistency, and ensuring that each pupil's programme is responsive to their evolving needs. Mentors also maintain strong home-school communication, ensuring families are actively involved in the pupil's journey and progress.

## **Pedagogical Foundations**

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

- **Pupil-centred 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.

## **Our Ethos**

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 a supportive environment, pupils can rediscover their potential and take confident steps toward a positive and sustainable future.

## Stages of engagement and progression

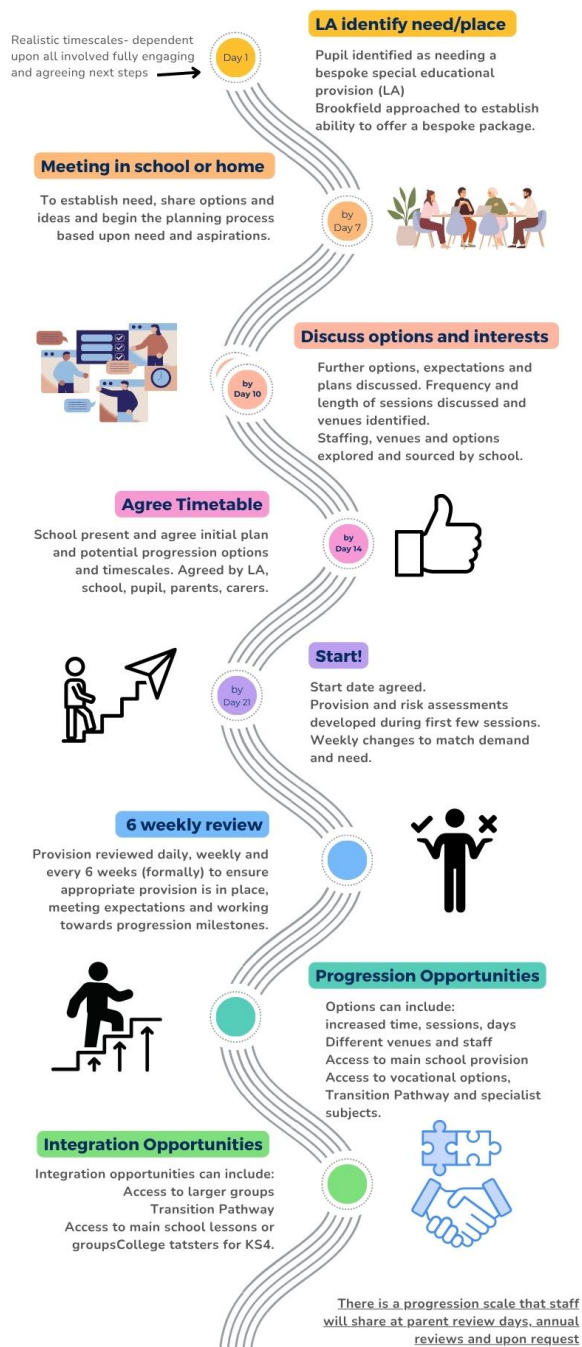
Due to the history of interrupted learning, reduced school attendance, or limited access to consistent curriculum experiences, pupils need a staged/progressive approach that builds rather than reduces (schools often pair back their universal offer to suit pupil needs, we build from a safe place that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



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.

## Consultation, Admission and Induction timescales

Realistic timescales- dependent upon all involved fully engaging and agreeing next steps →



## 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 (3:2 ratio), 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, GCSE may not be offered.*

## 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.

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.

## **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**

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, pupils begin to experience success in a safe, predictable environment. As barriers are reduced, we shift focus toward 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.

## **Vocational studies – example curriculum plans**

We will make every attempt to understand pupil needs and include all in the planning and delivery of each vocational option. Pupils will be grouped according to interests and levels of need and application.

Below are examples of our current vocational offer. Each topic is covered on 1 day per week for a whole academic year. Certificates of achievement and engagement are provided to support next steps and identify appropriate pathways. Pupils are encouraged to follow 2 options per year, but flexibility is built in for those arriving late or wishing to try different options.

## **Outdoor Education**

Focus: Teamwork | Resilience | Leadership | Physical Activity

Overview:

Outdoor Education combines physical activity with personal development through nature-based challenges. Pupils engage in experiential learning, off-site visits, and classroom-based exploration to build confidence, leadership, and environmental awareness.

Key Activities:

- Orienteering, hiking, and bushcraft
- Team-building and survival skills
- Visits to nature reserves and outdoor centres
- Study of outdoor safety, navigation, and ecosystems

Learning Outcomes:

- Demonstrate effective teamwork and communication in outdoor settings
- Apply basic navigation and survival skills
- Show increased resilience and problem-solving ability
- Understand the impact of human activity on the environment

## **Construction**

Focus: Practical Skills | Safety | Employability | Trade Awareness

Overview:

Construction introduces pupils to carpentry, joinery, and basic building techniques through hands-on tasks, site visits, and research into the construction industry.

Key Activities:

- Tool use and material handling
- Building small structures
- Visits to construction sites and trade colleges
- Study of construction careers and sustainability

Learning Outcomes:

- Safely use a range of hand and power tools
- Follow instructions to complete construction tasks
- Identify key roles and pathways in the construction industry

- Demonstrate awareness of health and safety procedures

## **Catering**

Focus: Food Preparation | Hygiene | Service Skills | Hospitality

Overview:

Catering offers practical experience in food preparation and service, supported by kitchen-based learning, industry visits, and research into global food and nutrition.

Key Activities:

- Cooking and baking
- Food hygiene routines
- Visits to cafés and hospitality venues
- Study of world cuisines and dietary needs

Learning Outcomes:

- Prepare and present a range of simple meals
- Maintain hygiene and safety in a kitchen environment
- Understand the principles of nutrition and menu planning
- Demonstrate basic customer service skills

## **Sport and Leisure**

Focus: Physical Health | Teamwork | Discipline | Wellbeing

Overview:

This programme promotes wellbeing through structured sports, fitness activities, off-site experiences, and classroom-based study of health and the sports industry.

Key Activities:

- Team sports and fitness circuits
- Personal fitness planning
- Visits to gyms and sporting events
- Study of anatomy, nutrition, and sports careers

Learning Outcomes:

- Participate in and reflect on a range of physical activities
- Set and work towards personal fitness goals
- Demonstrate teamwork and fair play
- Identify career opportunities in sport and leisure

## **Creative Media & Art**

Focus: Self-Expression | Creativity | Digital Literacy | Visual Communication

Overview:

Creative Media & Art supports emotional expression and technical skill development through practical projects, digital tools, gallery visits, and research into creative industries.

Key Activities:

- Drawing, painting, and mixed media
- Photography and video editing
- Visits to galleries and studios
- Study of artists, designers, and media trends

Learning Outcomes:

- Create and present original artwork or media projects
- Use digital tools to edit and enhance creative work
- Reflect on the work of others and apply inspiration

Understand pathways into creative and media careers