



**Ramsden Hall
Academy**



**Parallel
Learning
Trust**



PATHWAYS POLICY

Ramsden Hall Academy

Last review date	Sept 2018	Review period	2 yearly
Next review date	Sept 2020	Owner	Emma Baker

The Pathway Service will support the overall mission statement of RHA:

We will support our students to develop the skills they need to reach their personal potential, and become positive members of the community.

Learning is our core purpose. We believe:

- ***Every child can achieve***
- ***Every student can make progress***
- ***Every member of the school community matters***
- ***Everyone deserves a fresh start.***

We will provide a safe, secure environment where students are valued, respected, challenged and supported to achieve and make progress.

Working together we will:

- Meet our student's social, emotional and mental health needs enabling them to thrive, both in school and in the wider community.
- Support our students to develop the attributes, skills, knowledge and understanding required to become valuable members of society.

Pathways Programme

Pathways will make educational provision for children and young people who are unable to access full time education on the school site. This may be at the start of their placement at RHA, as a means of integrating them into full time education, or may be as a result of a lack of progress for current students.

Provision will be made for one-to-one teaching to take place at the home of the child or young person or at another suitable location, such as the local library. Some students may be taught in small groups. The provision will be needs-assessed and a personal package will be developed in conjunction with parents and carers to meet the student's needs and interests. This may involve

- 1:1 English and Maths tuition – at home or in local library
- 1:1 or small group social skills
- Alternative placement such as Rallysport, Circles Trades etc
- 1:1 or small group outdoor education programme
- 1:1 or small group fishing
- Attendance at school for key subjects/activities according to needs

Students will receive an education of similar quality to that available in school, which encompasses a highly personalised, broad and balanced curriculum and includes the opportunity to access other provision appropriate to their age for example, independent careers guidance and work related learning/work experience. Students will be supported by the Pathways team and their subject teachers to study for a range

of tests and examinations according to their educational needs e.g. GCSEs, Functional Skills qualifications etc. The precise amount of tuition provided will be dependent on the child or young person's ability to access that provision.

Progress and engagement will be continuously monitored by the tutor, Pathway's coordinator, subject lead, Transition Manager and SLT. It will be monitored and adapted according to the student's progress and interests. This may also include advice from educational psychologists, education welfare staff, a medical practitioner / EWMHS worker, and other supporting agencies (i.e. Children's Social Care, Youth Offending Team, LA SEN team) as appropriate. Subject teachers will set and assess the work provided and provide feedback to the students via the tutor and through termly visits.

Partnership with parents/carers and schools is seen as essential and the views of the child or young person will be sought and valued on a regular basis.

Referrals to the Pathways service

Students who are new referrals to Ramsden who have not previously been accessing full-time education may be offered a place on the Pathways programme as a route back into full-time education. This will be agreed with parents and carers, as well as all professionals involved and the LA case worker.

Current students may be offered a place on Pathways at an Annual review, parent/carer meeting or professionals meeting as a result of a lack of progress in school. Once this has been agreed the Pathways co-coordinator will meet the student and their parents/carers, and then liaise with subject teachers and the SLT and Transition Manager to develop a bespoke package of provision. This may only be for a short period of time, or may be a longer term plan according to the needs of the student.

The school will involve the LA case worker, and any other involved professionals, at all points in this process.

Monitoring

Teaching and Learning will be monitored in line with the school's policy and will include teacher visits, work scrutiny and assessment of outcomes. The Pathways coordinator will oversee this with the support of the subject teacher, Transition Manager and SLT. The designated member of SLT (DHT Alan Wells) will meet on a weekly basis with the Pathways coordinator to support this.

Safeguarding

All tutors will be trained to the same level of school staff and will follow the school's safeguarding policies and procedures. Attendance will be monitored by the tutor, Alternative Provision and the school office, following school policy.

The generic risk assessment for Pathways (Appendix) will be reviewed for each student by the school and the Pathways co-ordinator and additional risks will be identified by the school before the first session. Following the first session any additional risks or concerns will be highlighted by the member of outreach staff on the risk assessment and passed to school. Adjustments to provision will be made as necessary.

Most Pathways students will not be accessing full time provision and so the school Safeguarding Lead will contact parents weekly to monitor safeguarding and supervision when the student is not under the supervision of a member of staff or at an Alternative Provision. Parents will be made aware of their responsibilities in this at the meeting where Pathways provision is agreed.