

### **PATHWAY ONE**

#### **Description**

- Long-term low attendance
- Significant challenging domestic circumstances
- Trauma has/having severe impact on learning
  - Out-of-school anti-social behaviour
  - Historic low prior attainment
  - Aggressive and violent behaviour
- Difficulty in making positive relationships
  - Difficulty working in a group
  - Significant gaps in learning
    - Lack of resilience
- Significant/complex SEN/unmet need(s) – wave 3

#### **Priorities**

- Increased attendance
- Develop positive relationships
- Develop simple learning behaviours

#### **Effective Progress**

- Making progress in **one** key areas: attendance, SEMH, academic

#### **Progression/next steps**

- Transition to pathways 2 or 3
- Transition to a specialist SEND provision (EHCP)
  - Transition to AP

### **PATHWAY TWO**

#### **Description**

- Low Attendance
- Some evidence of challenging domestic issues
  - Trauma having an impact on learning
  - Limited/historic out-of-school
- Some evidence of academic progress
- Behavioural incidents are disruptive, not violent
- Positive relationships are starting to develop
  - The child is starting to work in a group
- Areas of weakness are preventing progress
- Some resilience – can cope with some mistakes
- The child has some additional learning needs which are having some impact on learning
  - SEN/unmet need(s) – wave 2/3

#### **Priorities**

- Increased attendance
- Improved engagement and participation in lessons
  - Develop wider relationships
  - Progress in literacy/numeracy

#### **Effective Progress**

- Making progress in **two** key areas: attendance, SEMH, and academic

#### **Progression/next steps**

- Transition to pathway 3
  - Transition to AP

### **PATHWAY THREE**

#### **Description**

- Average or above-average attendance
- Settled domestic circumstances
- Little impact of trauma on learning
- No anti-social behaviour out of school
- Making expected academic progress
  - Few behavioural incidents
  - Can form positive relationships
- Child can work positively in a group
- There are no significant gaps in learning
- Enough resilience for academic challenge
- There are limited additional learning needs or needs that are not having an impact on learning
  - SEN/unmet need(s) – wave 1/2

#### **Priorities**

- Consistently high attendance
- Consistently positive engagement and participation in lessons
- Appropriate positive social interactions
  - Academic progress

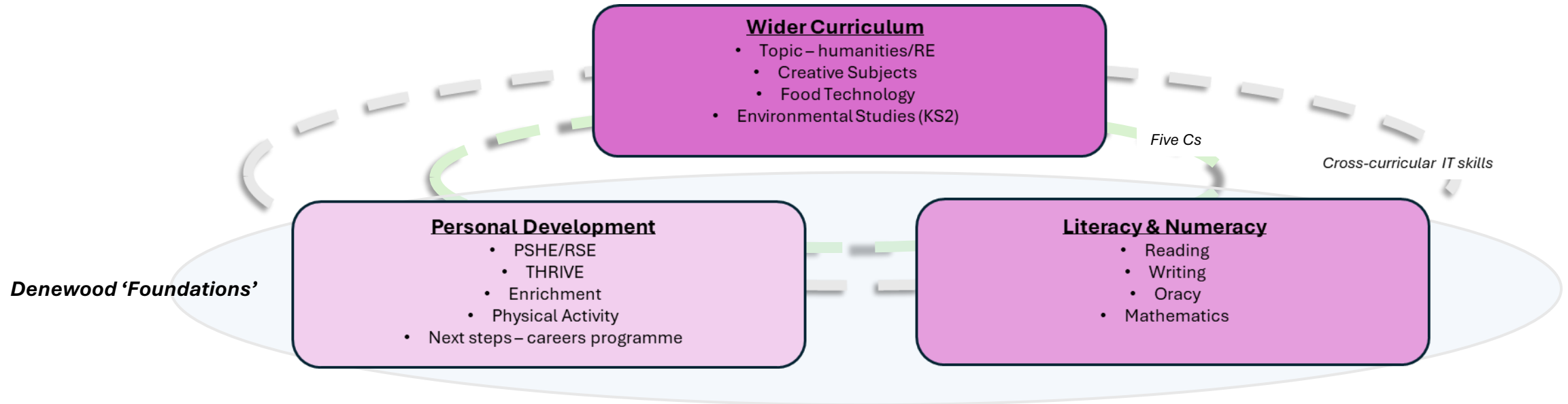
#### **Effective Progress**

- Making progress in **all three** key areas: attendance, SEMH, academic

#### **Progression/next steps**

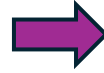
- Reintegration to mainstream (KS1 -3)
- Transition to 'academic focused' AP

All children, regardless of their Assessment Pathway can access the full curriculum programme (there is no ceiling height), however, this approach is needs-led, therefore there will be times when a child requires a greater focus on foundation learning (Denewood Foundations)



**Admissions (EP)**

- PSI
- Pupil and family voice – What happened to you? ‘needs & wants’
- Previous school/services – understanding the causes
- Safeguarding – including patterns and trends
  - Reading baseline
  - THRIVE baseline



**Pupil Journey (EP)**

- Produce Pupil Journey Profile
- Update Arbor – Reading age, THRIVE baseline
  - Safety Plan – if required



**Assessment Pathway (SLT)**

- SLT to assign pupil to ‘initial’ assessment pathway based on admissions
  - Update Arbor (House)



**Class allocation/curriculum focus (SLT)**

- Informed by pathway and pupil need(s), pupil is allocated to registration group
  - Update Arbor (Reg)
- Transition arrangements agreed – Arbor updated, Attendance & Welfare Team notified

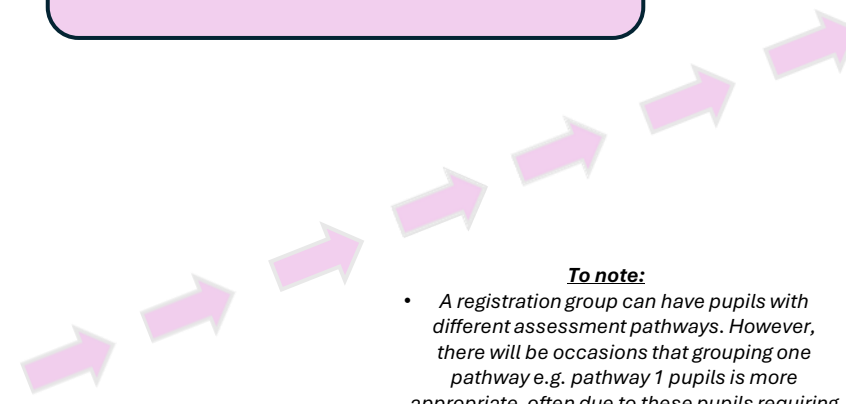
**Contextualised Progress (SLT)**

- Each term attendance, academic, and THRIVE progress data will be analysed by leaders
- An overall contextual progress assessed, against pathway assessment criteria – updated on Arbor
  - Assessment pathway re-assessed



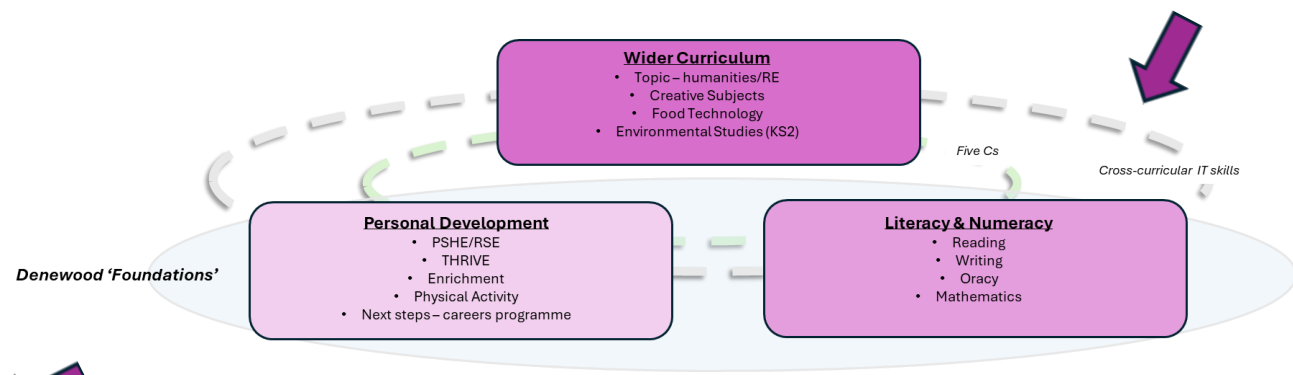
**Pupil Progress**

- Each term teachers will assess pupils on the following:
  - Academic data – summative
    - THRIVE profiles
    - Reading SAS



**To note:**

- A registration group can have pupils with different assessment pathways. However, there will be occasions that grouping one pathway e.g. pathway 1 pupils is more appropriate, often due to these pupils requiring a greater focus on foundation learning (Denewood Foundations)



**Denewood Foundations:**

- Based on the needs of the pupils, having a greater focus on PD, and literacy & numeracy for x time might be the priority. In this situation, pupils will follow the Denewood Foundation Curriculum. It must be noted this will be reviewed each ½ term by leaders



## PHSE/RSE is everywhere

*PSHE/RSE at Denewood Academy aims to immerse all children in PSHE/RSE learning and is a significant feature of the 'foundation' curriculum*

### **Personal Development**

- PSHE/RSE
  - THRIVE
  - Enrichment
  - Physical Activity
- Next steps – careers programme

### **Designated lessons**

All children will have two designated PSHE/RSE lessons per week – following the Jigsaw programme

### **Key 'contextualised' PSHE/RSE termly themes**

Informed by pupil needs, safeguarding data, local and national trends, and linked with the Jigsaw programme, each term there will be at least one key PSHE/RSE theme that the whole academy will immerse itself in e.g. Health relationships, celebrating difference

### **Assemblies**

The key 'contextualised' themes will inform weekly assemblies and be linked with form-time activities.

### **Form time activities**

As noted above all form-time activities will be underpinned by the key 'contextualised' theme for that term.

### **Every interaction is a 'PSHE' intervention**

Linked with the key 'contextualised' theme, all adults have access to the PSHE vocab bank with the expectation pupils are exposed to these keywords as often as possible.

### **PSHE-specific workforce CPD**

PSHE/RSE is a core part of the 'non-specialist' CPD programme, which includes a weekly PSHE/RSE surgery for the whole workforce to access.

## Living and breathing THRIVE

*All our pupils are exposed to the principles of THRIVE*



### **Personal Development**

- PSHE/RSE
- **THRIVE**
- Enrichment
- Physical Activity
- Next steps – careers programme

### **Designated lesson**

All children will have at least one designated THRIVE lesson per week – a carefully sequenced curriculum informed by individual THRIVE profiles and pupil data/information

### **Whole school THRIVE targets**

These targets are informed by the needs of the pupils and individual THRIVE profiles

### **THRIVE is everywhere**

The academy environment reflects the principles of THRIVE

### **THRIVE is a universal offer (wave 1)**

All our pupils are exposed to the THRIVE principles and ways of working e.g. VRFS and language, and forms part of the academy's universal offer.

### **THRIVE Profiling**

On admissions, all pupils have a THRIVE baseline profile completed, which helps inform whether a more detailed profile needs to be completed for identified individuals

### **Wave 2 interventions**

Following assessment, those pupils who required THRIVE intervention outside of the universal offer will receive dedicated interventions delivered by qualified THRIVE practitioners, or a most appropriate fit intervention e.g. ELSA

### **Every interaction is a 'THRIVE' intervention**

All adults will be trained in the use of THRIVE language and approaches.

### **THRIVE CPD**

Linked with the 'Thinking Differently' CPD programme, all adults will receive an appropriate level of THRIVE CPD.

## **Denewood Academy is a READING SCHOOL**

*Reading at Denewood Academy is a long-term commitment!*

### **Reading for Pleasure**

Reading takes place every day during morning tutor time, with adaptations in place for those pupils who cannot read independently ensuring everyone can experience the pleasures of reading

### **Phenomenal Phonics**

The academy has adopted the Raleigh Education Trust's Phenomenal Phonics Programme – a synthetic, systematic approach to the teaching of early reading: explicitly teaching the correspondence between letters and sounds to blend for reading (decoding) and to segment for spelling (encoding). Phenomenal Phonics follows a progression of phases, with this well-evidenced, bespoke approach driven by assessment.

### **Lexonik Leap**

Denewood Academy recognises due to the needs of some of our pupils and previous learning experience(s), they may have gaps in their phonics knowledge (<85 SAS). However, due to their age, our Phenomenal Phonics Programme may not always be appropriate, therefore the academy invested in the Lexonik Leap Programme. Lexonik Leap is an intervention (group or 1:1) programme that looks to close the phonics gap for pupils who may find literacy particularly challenging, rapidly progressing reading, spelling and oracy.

The programme is based on an initial diagnostic assessment, which can be individualised for the needs of the pupil, including the length of time the intervention is required.

.