

CURRICULUM OFFER:
Reintegration Team West 20 - 21

<p>Intent</p>	<p>To reintegrate pupils back into their appropriate educational provision.</p> <p>To ensure maximum progress with core and / or additional subjects to minimise dysfluency through good or outstanding teaching.</p> <p>For all pupils to develop their social & emotional and wellbeing in accordance with national policy.</p> <p>Safeguard pupils in our care.</p>
<p>Implementation</p>	<p>Offer bespoke, 1 – 1 or small group sessions for pupils focusing on a reintegration, a core and a personalised curriculum.</p> <p>Offer targeted small group work in schools to provide earlier intervention in response to the impact of Covid on young people's emotional wellbeing.</p> <p>Work collaboratively with parents/carers and external agencies.</p> <p>Reintegration:</p> <p>Provision Planning meeting held to agree a personalised reintegration plan in consultation with all agencies involved.</p> <p>Reintegration steps baseline assessment completed.</p> <p>Implementation of personalised programme outlining short and long-term goals.</p> <p>Targets and Laddering GOALS set.</p> <p>Weekly email updates shared with school and other agencies.</p> <p>Regular 6 weekly review meetings held with all professionals to monitor & adapt the reintegration plan.</p> <p>Rigorous attendance procedures in place.</p> <p>Evidence of pupil's journey with CSS.</p> <p>Robust safeguarding systems in place.</p> <p>Academic:</p> <p>Provide a personalised programme of study based on assessment and linking to the referring school's curriculum.</p> <p>Link with schools to ensure pupils are held in mind and there is consistency.</p> <p>Baseline assessments undertaken in reading age, spelling age, English & Math & vocabulary assessment.</p> <p>Links to specialist teachers within the team, HODs and referring schools.</p> <p>Formative, summative & diagnostic assessment</p> <p>Lesson observations.</p> <p>Work scrutiny.</p> <p>Peer observations.</p> <p>Parent/Carer Support:</p> <p>Provide EM support to families.</p> <p>Targeted support for parents.</p> <p>Identify needs and signpost / refer on to other agencies.</p> <p>Use of Engagement Mentor to support preparation for post 16, provide parent/carers support and offer additional support to pupils.</p> <p>Transition support for Year 11s, to include post 16 college support where appropriate.</p>
<p>Impact</p>	<p>Pupils are able to re-engage with their education.</p> <p>Pupils are able to reintegrate, either fully or partially to their appropriate provision.</p> <p>Pupils make progress in both academic and their social & emotional well-being.</p> <p>Improved educational outcomes for all.</p> <p>Year 11s are able to sit an exam/s.</p>

	<p>Year 11s prepared for access to post 16 provision.</p> <p>School, parent and pupil evaluation forms and student view sheets evidence positive impact/progression.</p> <p>All pupils show an increased attendance from referral.</p>
Accreditations	<p>Attendance awards.</p> <p>GCSE's & functional skills.</p> <p>Access to wider curriculum activities/awards, for example Noise solutions, Essex Music workshop training & Equine Assisted Learning NVQ.</p> <p>Certificates from school.</p>
Enrichment opportunities	<p>Bespoke opportunities to develop social, emotional wellbeing skills.</p> <p>Students link to their referring school for careers days/assemblies/celebration events.</p> <p>EM visits to college, work experience and travel training.</p> <p>Access to Essex Music Service</p> <p>Access to Equine Assisted Learning alt ed provision & similar.</p>
Opportunities to teach safeguarding.	<p>Ceops online as part of induction process.</p> <p>Areas of concern referred to engagement mentor support.</p> <p>Think U know</p> <p>E Safety</p> <p>PSHE</p> <p>Links to referring school's resources.</p> <p>Role modelling behaviours.</p>
Outline of Virtual Curriculum offer	<p>Lessons will be offered through a virtual timetable and accessed via TEAMS.</p> <p>Where pupils cannot access teams, sessions can be delivered by phone.</p> <p>Any curriculum offer will reflect the expectations of the existing curriculum provided by the referring school.</p> <p>Work will be assessed in line with teaching expectations.</p>