

Beginnings Statement of Intent

Intent

The Beginnings Programme is a bespoke, one-to-one intervention designed for KS3–KS4 students who are school non-attenders and have been disengaged from mainstream education for an extended period. The overarching purpose of the programme is to rebuild trust, confidence and emotional readiness so that students can successfully reintegrate into the most appropriate educational provision.

The curriculum is carefully constructed around each young person's interests, strengths and individual needs, acknowledging the barriers that have contributed to their non-attendance. The programme aims to:

- Establish a strong and trusting relationship with a consistent link person.
- Build a sense of safety, belonging and predictability within the school environment.
- Support emotional wellbeing and develop self-regulation strategies that enable sustained engagement.
- Foster confidence, achievement and a positive learning identity through personalised, interest-led activities.
- Equip students with the skills, routines and resilience required to transition successfully to another programme or educational setting.

All activities within Beginnings are designed with these aims in mind. Staff continually reflect on whether each session contributes meaningfully to rebuilding confidence, trust and readiness for learning, adjusting plans where necessary.

Implementation

The Beginnings Programme is delivered through a structured, adaptive and trauma-informed approach that integrates emotional wellbeing support with an interest-led curriculum.

Personalised Induction and Assessment

Students begin with a period of relationship-building and gentle assessment to understand their educational history, emotional needs and preferred learning styles. A range of psychometric assessments is used to identify gaps in learning and build a clear individual learning profile, informing the "recovery curriculum" required for re-engagement

Bespoke Timetable and Curriculum

Each child receives a carefully tailored timetable blending wellbeing support with meaningful, interest-driven learning experiences. Sessions focus on nurturing confidence, encouraging curiosity and creating opportunities for achievement aligned with the child's motivations and strengths. Activities are deliberately chosen for their potential to strengthen emotional regulation, self-esteem and positive learning habits. Emotional Wellbeing and Therapeutic Strategies. The programme incorporates evidence-based approaches such as:

- Zones of Regulation
- Blob Tree

- ELSA (Emotional Literacy Support Assistant) strategies
- Energy Accounting

These tools help students develop emotional awareness, coping strategies and the capacity to re-engage with learning.

Developing Positive Learning Routines

Sessions promote predictable structures, relational consistency and achievable goals to gently rebuild sustainable engagement with education.

Students are supported to develop routines, executive functioning skills and confidence in managing tasks over time.

Gradual Reintegration

With flexibility at its core, the programme works towards reintegration into mainstream school, transition into another RFHCS programme or movement to an alternative provision.

Staff collaborate closely with families and external professionals to ensure transitions are planned, supportive and informed by the student's progress.

Impact

The Beginnings Programme aims to create the conditions for sustainable re-engagement with education and improved wellbeing. As a result of the programme, students typically demonstrate:

- Improved emotional wellbeing and self-regulation, supported by personalised therapeutic strategies and safe relational practice
- Increased confidence and self-esteem, fostered through achievable, interest-led learning experiences.
- Renewed engagement with learning, shown through improved participation, motivation and receptiveness to new tasks.
- Enhanced social and communication skills, arising from positive interactions with staff and gradually with peers.
- A clearer understanding of their own strengths, needs and strategies for managing learning.
- Readiness for reintegration, whether into mainstream education, an alternative setting or a different RFHCS programme.

Ultimately, the Beginnings Programme empowers young people to rediscover their potential within a nurturing environment, laying the foundations for a confident and successful return to education.