

## **Paths Programme Statement of Intent**

### **Intent**

The Paths Programme is designed to provide a nurturing, highly personalised educational pathway for KS3–KS4 students who are school non-attenders and have been out of mainstream education for an extended period. Our intention is to re-engage these young people with learning by offering a stable, safe and compassionate educational environment that recognises their emotional, social and academic needs. The curriculum is bespoke and built around each student's strengths, interests and personal goals. It emphasises emotional awareness, self-regulation and the development of strategies that enable students to re-access learning after long-term absence. Through careful assessment, targeted interventions and a relationship-centred approach, the Paths Programme aims to:

- Restore confidence and a sense of belonging within an educational setting.
- Support students in identifying their own needs and barriers to learning.
- Provide high-quality, individualised teaching that nurtures curiosity, resilience and aspiration.
- Prepare students for successful reintegration into the most appropriate long-term educational provision, whether at RFHCS or elsewhere.

In line with whole-school curriculum principles, learning is developmental, adaptive and underpinned by strong safeguarding, wellbeing and therapeutic practices.

### **Implementation**

The PATHS Programme is delivered through a phased and carefully structured model that allows each young person to re-engage with education gradually and safely.

### **Induction and Assessment**

- Students begin with a gentle induction of 1–2 sessions per week, allowing staff to assess emotional, social and academic needs
- Initial assessments identify learning gaps, strengths, interests and required interventions.
- Emotional regulation, wellbeing check-ins and relational routines form part of every session.

### **Personalised Curriculum and Timetabling**

- Following induction, each student receives a bespoke timetable designed around their pace, readiness and capacity to engage.
- Teaching is delivered 1:1, building towards small-group opportunities where appropriate and beneficial.
- The curriculum integrates core academic learning with therapeutic, interest-led and confidence-building activities.
- Interventions are implemented early, with ongoing review to ensure they remain relevant and effective.

## **Pedagogy and Support**

- Teaching prioritises nurture, relational approaches and restoring positive learning habits.
- Staff support students to identify and practise strategies that enable successful re-engagement with education.
- Regular communication with parents and professionals ensures holistic understanding, consistent messaging and coordinated support.
- Reviews take place at planned intervals to monitor progress, adapt the curriculum and determine next steps, including potential timetable increases or transition planning.

## **Impact**

The Paths Programme aims to ensure that every young person experiences success, renewed optimism and a strengthened sense of agency in their education. As a result of the programme, students typically demonstrate:

- Improved confidence and self-esteem, supported by positive relationships and personalised successes
- Greater emotional awareness and the ability to use effective self-regulation strategies.
- Re-engagement with learning, reflected through improved attendance, participation and willingness to try new tasks.
- Clearer understanding of their own learning needs, strengths and pathways forward.
- Continuation of education with a more positive outlook, reducing the risk of long-term disengagement.
- Increased readiness for transition, whether reintegrating to a mainstream setting, accessing wider RFHCS provision, or moving to an alternative educational placement that best meets their needs.

Ultimately, the Paths Programme supports young people to rebuild trust in education and equips them with the confidence and tools necessary to progress successfully to the next stage of their learning.