

Solihull Academy Alternate Provision Pathways

- 1) Tier 1 Athena centres
- 2) Tier 2 Nebula
- 3) Tier 3 Main site Y7-11

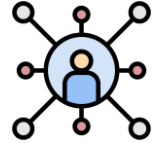


Pupils who are referred via Single Panel for support and intervention from Alternate Provision.

The intent of this Tier 1 alternative provision pathway is to support pupils to successfully re-engage with their mainstream education through a short-term, structured intervention programme. By maintaining daily attendance within their home school and supplementing this with targeted afternoon provision over a 4–6 week period, the pathway ensures continuity of learning while addressing underlying barriers to engagement.

Successful Transition

Students will be supported to return **confidently** into their **home educational setting** that **celebrates progress made whilst on Tier 1 placement** and shares **strategies for continued success**.



Admissions process and 360 Diagnostic

Assessments:

Each student referred to Tier 1 will complete a range of baseline assessments covering literacy, numeracy, and wellbeing. This informs an individual learning plan and ensures interventions are tailored to each student's strengths, needs, and goals.

Solihull Alternative Provision

Tier 1 Intervention - Athena

The curriculum priorities:

- **Re-engagement with education** through positive, supported experiences of school
- **Development of self-awareness**, helping pupils understand their needs, triggers, and strengths
- **Improvement in emotional regulation and wellbeing**, through structured SEMH interventions
- **Explicit teaching of coping and learning strategies**, tailored to individual SEND profiles
- **Restoration of positive routines and relationships**, supporting a smoother reintegration into full-time mainstream education

Bespoke Intervention & Coaching

Individual **coaching** and **personalised interventions** target **specific barriers to learning**, promoting **self-awareness**, **responsibility**, and **progress**. We also support students to develop effective **self-regulation strategies**, enabling them to manage their emotions, behaviour, and learning more independently. Support is **flexible** and **responsive**, helping students **build resilience**, develop **positive habits**, and successfully **reintegrate** into education or their **next setting**.

Wellbeing & Character Development

Students engage in sessions that build **self-awareness**, **emotional regulation**, and **social understanding**. Through **guided reflection** and **collaborative activities**, they develop **resilience**, **confidence**, and **positive relationships**, supporting both **personal growth** and **readiness for their next educational steps**.

Intended Curriculum outcomes

Engagement and Participation

Demonstrate improved engagement in learning at their home school (e.g. increased lesson attendance, reduced internal disruption)

Show increased readiness to learn, including improved focus and participation

Re-establish consistent daily routines and expectations

Social, Emotional and Mental Health

Develop greater self-awareness of their emotions, triggers, and responses

Demonstrate improved emotional regulation strategies in real or simulated situations

Show increased resilience when facing challenges or setbacks

Report improved wellbeing and reduced feelings of anxiety or disengagement

SEND Understanding and Strategy Use

Gain a clearer understanding of their individual learning needs and profile

Identify and begin to use personalised strategies to support learning (e.g. regulation techniques, organisation tools, communication strategies)

Demonstrate increased independence in managing their needs within the classroom

Relationships and Behaviour

Build and maintain more positive relationships with peers and staff

Demonstrate improved behaviour for learning, including reduced incidents linked to SEMH needs

Show increased confidence in seeking support appropriately

Transition and Reintegration

Successfully transition back to full-time mainstream provision (where appropriate)

Demonstrate sustained improvements in attendance, engagement, and behaviour beyond the placement period

Have a clear, personalised support plan in place to maintain progress

Pupils can access their nearest Athena Centre (one is at Saturn and one is at Main site). Both Centres will run the same Tier 1 programmes.

Student Profile



Pupils who are referred via **Single Panel** for support and intervention from Alternate Provision.

Year 7 & 8 and Year 9 & 10

The Tier 2 Nebula alternative provision pathway is designed as an intensive, time-limited intervention for pupils requiring a higher level of support to address significant barriers to learning. Over a structured 12-week full-time placement, pupils are removed from their mainstream setting to access a highly supportive, nurturing environment that prioritises re-engagement, personal development, and readiness for reintegration.

Successful Transition

Students will be supported to return **confidently** into their **home educational setting** that **celebrates progress made whilst on Tier 2 placement** and shares **strategies for continued success**.

Solihull Alternative Provision

Tier 2 Intervention - Nebula

3 intake points; September, January, April



Admissions process and 360 Diagnostic

Assessments:

Each student referred to Tier 2 will complete a range of baseline assessments covering literacy, numeracy, and wellbeing. This informs an individual learning plan and ensures interventions are tailored to each student's strengths, needs, and goals.

The curriculum priorities:

- The curriculum is designed to:
- Rebuild engagement with education** through consistent routines, high expectations, and positive experiences of learning
- Provide intensive SEMH support**, allowing pupils to develop emotional regulation, resilience, and coping strategies
- Develop self-awareness and identity as a learner**, supporting pupils to understand their needs, behaviours, and strengths
- Deliver tailored SEND interventions**, ensuring pupils can access learning effectively upon reintegration
- Promote positive relationships and social skills**, supporting improved interactions with peers and staff
- Prepare pupils for successful reintegration**, with a clear transition plan back to mainstream education

Bespoke Intervention & Coaching

Individual **coaching** and **personalised interventions** target **specific barriers to learning**, promoting **self-awareness, responsibility, and progress**. We also support students to develop effective **self-regulation strategies**, enabling them to manage their emotions, behaviour, and learning more independently. Support is **flexible** and **responsive**, helping students **build resilience**, develop **positive habits**, and successfully **reintegrate** into education or their **next setting**.

Wellbeing & Character Development

Students engage in sessions that build **self-awareness, emotional regulation, and social understanding**. Through **guided reflection** and **collaborative activities**, they develop **resilience, confidence, and positive relationships**, supporting both **personal growth** and **readiness for their next educational steps**.

Intended Curriculum outcomes

Engagement and Learning

- Sustained engagement in a full-time timetable
- Improved readiness to learn, including focus, task completion, and independence
- Re-established positive routines and expectations for learning

Social, Emotional and Mental Health

- Increased self-awareness of triggers, behaviours, and emotional responses
- Consistent use of a range of emotional regulation strategies
- Improved resilience and ability to manage challenge and change
- Evidenced improvements in wellbeing (e.g. reduced anxiety, improved confidence)

SEND Understanding and Strategy Application

- Clear understanding of their individual learning profile and needs
- Ability to independently apply personalised strategies to support learning and regulation
- Increased confidence in articulating their needs and accessing support appropriately

Relationships and Behaviour

- Development of positive, respectful relationships with staff and peers
- Improved behaviour for learning, with reduced incidents and increased self-management
- Demonstrated ability to work collaboratively and communicate effectively

Reintegration and Transition

- Successful phased transition plan back to home school, with increasing exposure over time
- Improved attendance, engagement, and behaviour sustained during transition period
- A personalised reintegration plan shared with the home school, including strategies and support recommendations
- Increased confidence in returning to and sustaining mainstream education

Weeks 1–4: Stabilisation, assessment, relationship building

Weeks 5–8: Intensive intervention and strategy development

Weeks 9–12: Gradual reintegration (e.g. part-time return to home school)

Student Profile

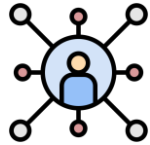


Pupils who are referred LA from 6th Day provision or places commissioned by schools

Year 7-11

Pupils attend until their next educational transition point

1. Students who have disengaged from mainstream provision but have been able to engage with bespoke or alternative learning previously; contextual pressures remain a barrier.
2. Students who are significantly disengaged from education and whose needs require a coordinated, multi-agency response due to complex contextual pressures.
3. Students who have been permanently excluded from a mainstream setting and deemed as unable to return to a mainstream setting whose needs require a coordinated, multi-agency response due to complex contextual pressures.



Admissions process and 360 Diagnostic

Assessments:

Each student referred to Tier 3 will complete a range of baseline assessments covering literacy, numeracy, and wellbeing. This informs an individual learning plan and ensures interventions are tailored to each student's strengths, needs, and goals.

Solihull Alternative Provision

Tier 3 Transitional Placements

The curriculum priorities:

Our curriculum is designed to ensure that every pupil who joins our Alternative Provision for the remainder of their education is given the stability, nurture, and personalised support needed to thrive academically, socially, and emotionally. We recognise that many of our pupils have experienced disrupted learning, unmet needs, or challenges that have impacted their confidence and engagement. Our intent is to provide a nurturing environment where pupils feel safe, valued, and able to rebuild trust in education.

The curriculum prioritises wellbeing, self-development, and future readiness, ensuring that pupils leave us with a clear and purposeful Post-16 destination. Our commitment is that no pupil leaves without a pathway into further education, training, or employment, supporting our ambition for zero NEET outcomes.

Our intent is simple: to ensure every pupil leaves our AP more confident, more capable, and more connected to their future than when they arrived. We aim to equip them not only with academic outcomes, but with the personal strength and practical skills needed to succeed beyond school.

To achieve this, our curriculum is built around three core pillars:

- ❑ **SELF**— developing social skills, emotional regulation, resilience, self-esteem, and a strong sense of identity
- ❑ **Meaningful Learning**— providing a broad, relevant, and accessible curriculum that builds essential skills and qualifications. Maths and English are accessed daily as their foundation subjects to maximise Post 16 opportunities.
- ❑ **Future You Curriculum**— ensuring every pupil gains the knowledge, confidence, and experiences needed to transition successfully into Post-16 education or training. From the start of their SA journey students develop a “future you” avatar and participate in meaningful conversation about their goals and aspirations. This supports them to visualise meaningful success and steps needed to achieve their personal objectives.

Intended Curriculum outcomes

1. SELF Development (Social, Emotional Learning Focus)

Improved self-regulation— pupils demonstrate the ability to recognise emotions, use coping strategies, and remain within their window of tolerance

Increased resilience— pupils show persistence, problem solving, and the ability to recover from setbacks

Positive relationships— pupils form trusting, respectful relationships with staff and peers

Stronger self-identity— pupils develop confidence, self-worth, and a clearer sense of personal strengths

2. Academic Outcomes

Re-engagement with learning— pupils demonstrate improved attendance, participation, and learning stamina

Meaningful progress— pupils make progress from their starting points across core subjects and personalised pathways

Achieved qualifications— pupils gain appropriate, accredited qualifications that support their Post-16 goals

3. Careers and Post-16 Readiness

Clear Post-16 destination— every pupil leaves with a confirmed place in education, training, or employment

Developed employability skills— pupils gain experience in teamwork, punctuality, communication, and workplace expectations

Increased aspirations— pupils can articulate future goals and understand the steps needed to achieve them

Zero NEET risk— pupils are fully supported into a sustained, meaningful Post-16 pathway



Pupils who are in Year 11 referred by LA.

Pupils who are Missing in Education or New to Borough and are unable to gain admission to a Solihull mainstream setting. Pupils remain in Orbital until end of Year 11.

The curriculum is designed to prioritise both **academic achievement and personal development**, ensuring pupils gain the qualifications, skills, and confidence needed to move forward successfully. It offers a structured, supportive environment where individual needs are met through a highly personalised approach.



Admissions process and 360 Diagnostic

Assessments:

Each student referred to Orbital will complete a range of baseline assessments covering literacy, numeracy, and wellbeing. This informs an individual learning plan and ensures interventions are tailored to each student's strengths, needs, and goals.

Solihull Alternative Provision

Tier 3 Year 11 Orbital

The curriculum priorities:

Our curriculum is designed to ensure that every pupil who joins our Alternative Provision for the remainder of their education is given the stability, nurture, and personalised support needed to thrive academically, socially, and emotionally. We recognise that many of our pupils have experienced disrupted learning, unmet needs, or challenges that have impacted their confidence and engagement. Our intent is to provide a nurturing environment where pupils feel safe, valued, and able to rebuild trust in education.

The curriculum prioritises wellbeing, self-development, and future readiness, ensuring that pupils leave us with a clear and purposeful Post-16 destination. Our commitment is that no pupil leaves without a pathway into further education, training, or employment, supporting our ambition for zero NEET outcomes.

Our intent is simple: to ensure every pupil leaves our AP more confident, more capable, and more connected to their future than when they arrived. We aim to equip them not only with academic outcomes, but with the personal strength and practical skills needed to succeed beyond school.

To achieve this, our curriculum is built around three core pillars:

- ☐ **SELF**— developing social skills, emotional regulation, resilience, self-esteem, and a strong sense of identity
- ☐ **Meaningful Learning**— providing a broad, relevant, and accessible curriculum that builds essential skills and qualifications. Maths and English are accessed daily as their foundation subjects to maximise Post 16 opportunities.
- ☐ **Future You Curriculum**— ensuring every pupil gains the knowledge, confidence, and experiences needed to transition successfully into Post-16 education or training. From the start of their SA journey students develop a “future you” avatar and participate in meaningful conversation about their goals and aspirations. This supports them to visualise meaningful success and steps needed to achieve their personal objectives.

Intended Curriculum outcomes

1. SELF Development (Social, Emotional Learning Focus)

Improved self-regulation— pupils demonstrate the ability to recognise emotions, use coping strategies, and remain within their window of tolerance

Increased resilience— pupils show persistence, problem solving, and the ability to recover from setbacks

Positive relationships— pupils form trusting, respectful relationships with staff and peers

Stronger self-identity— pupils develop confidence, self-worth, and a clearer sense of personal strengths

2. Academic Outcomes

Re-engagement with learning— pupils demonstrate improved attendance, participation, and learning stamina

Meaningful progress— pupils make progress from their starting points across core subjects and personalised pathways

Achieved qualifications— pupils gain appropriate, accredited qualifications that support their Post-16 goals

3. Careers and Post-16 Readiness

Clear Post-16 destination— every pupil leaves with a confirmed place in education, training, or employment

Developed employability skills— pupils gain experience in teamwork, punctuality, communication, and workplace expectations

Increased aspirations— pupils can articulate future goals and understand the steps needed to achieve them

Zero NEET risk— pupils are fully supported into a sustained, meaningful Post-16 pathway

Student Profile



The Saturn Centre is an **Assessment and Intervention Centre** providing “**sixth-day**” **education** for students who have been **permanently excluded**. Pupils attend for **up to 12 weeks**, following a **flexible** and **bespoke programme** tailored to their **needs** and **next steps**.

The **12-week curriculum** blends **life skills**, and core **literacy** and **numeracy**. Each stage — from **self-awareness** to **reflection** — supports **social, emotional**, and **academic growth**, fostering **confidence, belonging**, and **readiness for reintegration** into education and the wider community.

Placement at Saturn allows us to assess whether a **return to mainstream education** or a **longer period of alternative provision** is most appropriate. Our aim is to **inspire and motivate students, address barriers, rebuild confidence**, and help them **reconnect positively** with their **learning journey**.



Students referred to Saturn by the LA following an exclusion.

Admissions process and 360 Diagnostic

Assessments:

Each student completes baseline assessments covering literacy, numeracy, and wellbeing. This informs an individual learning plan and ensures interventions are tailored to each student's strengths, needs, and goals.

This informs an individual learning plan and ensures interventions are tailored to each student's strengths, needs, and goals.

Saturn Alternative Provision

Assessment and Intervention Centre

The 12-week programme



Wellbeing & Character Development

Students engage in sessions that build **self-awareness, emotional regulation**, and **social understanding**. Through **guided reflection** and **collaborative activities**, they develop **resilience, confidence**, and **positive relationships**, supporting both **personal growth** and **readiness for their next educational steps**.

Literacy

Students take part in **targeted communication, reading, vocabulary**, and **comprehension programmes** suited to their reading level to build **fluency** and **confidence**. Through **structured oracy, reading**, and **writing tasks**, they **rediscover a love of language, develop their voice**, and strengthen **communication**. **Literacy is embedded across all subjects** — from **persuasive pieces** to **creative writing** — helping every learner grow in **confidence, independence**, and **curiosity**.

Numeracy

Students take part in **structured, stage-appropriate maths sessions** that develop **functional number skills**, strengthen **core understanding**, and build **confidence in problem-solving**. Learning is **practical** and **purposeful**, helping students **apply maths effectively** in **everyday contexts** and **future learning**.

Bespoke Intervention & Coaching

Individual **coaching** and **personalised interventions** target **specific barriers to learning**, promoting **self-awareness, responsibility**, and **progress**. We also support students to develop effective **self-regulation strategies**, enabling them to manage their emotions, behaviour, and learning more independently. Support is **flexible** and **responsive**, helping students **build resilience**, develop **positive habits**, and successfully **reintegrate** into education or their **next setting**.

Intended Curriculum outcomes

Students will move **beyond the barrier to learning** which led to the placement at Saturn.

Character Development – Students will **grow as individuals**, develop a **sense of belonging**, and build the **confidence** and **motivation** to achieve for themselves through **positive relationships** and **self-awareness**.

Literacy – Students will **rediscover enjoyment in communication** and **reading**, developing the **confidence** and **skills** to express themselves clearly and **engage meaningfully** with the world around them.

Numeracy – Students will **strengthen their understanding of number** and **problem-solving**, while developing the **confidence** to use **mathematical skills** in **everyday life** and **future learning**.

Successful Transition

Students will be supported to move **confidently** into their **next educational setting** through a **personalised transition plan** that **celebrates progress** and shares **strategies for continued success**.

Student Profile

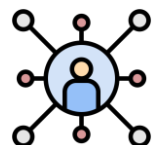
The Apollo Centre is an **Assessment and Intervention Centre** providing “**sixth-day**” **education** for students who have been **permanently excluded**.

Pupils attend for up to 12 weeks following flexible and bespoke programmes tailored to their needs and next steps.

Apollo offers targeted intervention and support focused on character development, helping pupils to build greater self-awareness, strengthen self-management, and develop the skills needed to re-engage positively with learning.

The provision is designed for pupils who may currently view school as a negative experience and can show signs of disengagement. These pupils may also find it difficult to communicate their needs or regulate their emotions, which can impact their progress in a mainstream setting.

Attendance at Apollo’s Sixth Day Provision provides a supportive and structured environment at a crucial point, helping to address emerging barriers, rebuild confidence, and support pupils and families in developing more positive behaviours and attitudes towards their education.



**Referral to
Apollo via
Local
Authority.**

**Transition
programme
agreed though
professional
meeting and
family
discussion**

Assessments:

Literacy,

Numeracy,

Boxall profile

Apollo Alternative Provision

Sixth Day provision offer



SELF (Wellbeing & Character Development)

Students take part in sessions that promote self-awareness, social skills, and emotional regulation, fostering resilience, positive relationships, and wellbeing.

Literacy

The literacy curriculum focuses on developing core reading and communication skills through targeted phonics and structured reading programmes. Oracy is also a key focus—offering regular opportunities to speak, listen, and articulate ideas.

Numeracy

Students participate in structured, stage-appropriate maths activities designed to strengthen functional numeracy skills, reinforce core mathematical understanding, and enhance problem-solving abilities. Numeracy is embedded across all aspects of learning, with a particular focus on real-life application. Opportunities to develop life skills in mathematics are provided through outdoor learning, forest school sessions, and enrichment activities such as cooking, where students apply concepts like measurement, counting, and sequencing in meaningful, practical contexts.

Bespoke Intervention & Coaching

Individual coaching and personalised interventions address specific barriers to learning, supporting reintegration into education. Interventions include protective behaviours, ELSA, play therapy, Educational Psychologist input, SEMH support, and targeted pastoral work. Reading, handwriting, and spelling interventions are delivered, with fine motor support where needed. All interventions are bespoke to each pupil, including support for experiences such as bereavement, ensuring a holistic approach.

Intended Curriculum outcomes

Character Development – Students will develop their social skills, enhance self-awareness and self-management in order to form positive relationships and support wellbeing.

Literacy – Assess each student’s reading age and implement targeted interventions to improve comprehension, vocabulary fluency, Oracy and confidence in reading.

Numeracy – Identify each student’s current stage of mathematical understanding and provide appropriate interventions to strengthen functional core skills, proficiency, and problem-solving ability.

Transition

This is achieved through bespoke planning, targeted support, and a comprehensive outreach package that ensures continuity. We work closely with new setting, providing co-regulation plans and tailored strategy books for each pupil.

Apollo Alternative Provision

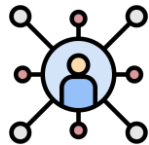
Tier 2 placement offer

Student Profile

Pupils who are referred via Single Panel for support and intervention from Alternate Provision.

The Apollo Centre Tier 2 pathway is designed for primary-aged pupils presenting with **emerging needs** that are beginning to impact engagement, relationships, and access to learning. It is a **planned, early intervention offer**—not a response to crisis—intended to prevent escalation and reduce the likelihood of future exclusion or specialist placement.

- Pupils referred for Tier 2 placement will typically display the following barriers to learning;
- Reduced ability to self-regulate and sustain engagement in structured learning
 - Difficulty expressing needs appropriately, leading to frustration or withdrawal
 - Vulnerability in unstructured times (play, transitions, group work)
 - Slower development of speech, language, and communication compared to peers
 - Inconsistent participation linked to emotional or social triggers



Referral to Apollo via Local Authority.

Transition programme agreed though professional meeting and family discussion

Assessments:

Literacy,

Numeracy,

Boxall profile

Strategic Purpose

This pathway forms part of a graduated response at Tier 2, ensuring:

- Early identification leads to timely, targeted support
- Needs are addressed before escalation to crisis or exclusion
- Schools are supported to retain and successfully include pupils
- Intervention builds capacity within the mainstream environment, not dependence on external provision

Weeks 1–4: Stabilisation, assessment, relationship building
Weeks 5–8: Intensive intervention and strategy development
Weeks 9–12: Gradual reintegration (e.g. part-time return to home school)

Intended Curriculum outcomes

By the end of the 12-week intervention, pupils will typically:

- Demonstrate improved emotional awareness and emerging self-regulation strategies
- Show increased confidence in social interaction and communication
- Be better able to access classroom routines and expectations
- Re-engage more consistently with learning in their mainstream setting

This pathway forms part of a graduated response at Tier 2, ensuring:

- Early identification leads to timely, targeted support
- Needs are addressed before escalation to crisis or exclusion
- Schools are supported to retain and successfully include pupils
- Intervention builds capacity within the mainstream environment, not dependence on external provision

Transition

This is achieved through bespoke planning, targeted support, and a comprehensive outreach package that ensures continuity. We work closely with new setting, providing co-regulation plans and tailored strategy books for each pupil. Students will be supported to move confidently into their next educational setting through a personalised transition plan that celebrates progress and shares strategies for continued success.

Bespoke Intervention & Coaching

Individual coaching and personalised interventions address specific barriers to learning, supporting reintegration into education. Interventions include protective behaviours, ELSA, play therapy, Educational Psychologist input, SEMH support, and targeted pastoral work. Reading, handwriting, and spelling interventions are delivered, with fine motor support where needed. All interventions are bespoke to each pupil, including support for experiences such as bereavement, ensuring a holistic approach.

Student Profile



The **Orion Centre** provides **targeted intervention** and support focused on **character development**, enabling students to build greater self-awareness, strengthen self-management, and create renewed opportunities to re-engage with successful learning.

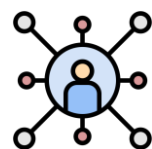
The **curriculum** is designed for students who currently perceive learning as a negative experience, often showing **early signs of disengagement** from education. These students may also find it **difficult to communicate** their needs effectively, which can further hinder their progress.

Placement at Orion is intended as an **early intervention**, introduced before a student becomes fully disengaged from education. By offering a supportive alternative environment at the right time, Orion seeks to address emerging barriers, rebuild confidence, and help students **reconnect positively with their learning journey**.

Orion Alternative Provision

Assessment and Intervention Centre

The 6 - 12 week programme



Initial outreach,

Admissions process and 360 Diagnostic

Assessments:

Literacy,

Numeracy,

Wellbeing.

SELF (Wellbeing & Character Development)



Students take part in sessions that promote self-awareness, social skills, and emotional regulation, fostering resilience, positive relationships, and wellbeing.

Literacy



Students engage in targeted reading programmes, vocabulary development, and comprehension strategies matched at assessed reading age to build fluency and confidence.

Numeracy



Students participate in structured, stage-appropriate maths activities that strengthen functional number skills, reinforce core understanding, and improve problem-solving.

Bespoke Intervention & Coaching



Individual coaching and personalised interventions address specific barriers to learning, enabling tailored support and successful reintegration into education.

Intended Curriculum outcomes

Character Development – Students will develop their social skills, enhance self-awareness and self-management in order to form positive relationships and support wellbeing.

Literacy – Assess each student's reading age and implement targeted interventions to improve comprehension, vocabulary fluency, and confidence in reading.

Numeracy – Identify each student's current stage of mathematical understanding and provide appropriate interventions to strengthen functional core skills, proficiency, and problem-solving ability.

Successful Transition

Achieved through bespoke planning, targeted support, and an outreach package that promotes continuity.

Student Profile

Pupils who have an EHCP for Social, Emotional, Mental Health needs are referred by the LA SEND team for specialist placements.

The curriculum is designed to prioritise both **academic achievement and personal development**, ensuring pupils gain the qualifications, skills, and confidence needed to move forward successfully. It offers a structured, supportive environment where individual needs are met through a highly personalised approach.

Mercury Specialist SEMH Provision

24 places Year 9-11



Mercury offers a small nurturing therapeutic environment with small class sizes (3-4 pupils) to ensure that every pupil can receive the level of support they need.

The curriculum is built around each individual pupil to offer a bespoke balance of academic, vocational and personal development to support each pupil's growth and achievement.

Intended Curriculum outcomes

1. SELF Development (Social, Emotional Learning Focus)

Improved self-regulation — pupils demonstrate the ability to recognise emotions, use coping strategies, and remain within their window of tolerance

Increased resilience — pupils show persistence, problem solving, and the ability to recover from setbacks

Positive relationships — pupils form trusting, respectful relationships with staff and peers

Stronger self-identity — pupils develop confidence, self-worth, and a clearer sense of personal strengths

2. Academic Outcomes

Re-engagement with learning — pupils demonstrate improved attendance, participation, and learning stamina

Meaningful progress — pupils make progress from their starting points across core subjects and personalised pathways

Achieved qualifications — pupils gain appropriate, accredited qualifications that support their Post-16 goals

3. Careers and Post-16 Readiness

Clear Post-16 destination — every pupil leaves with a confirmed place in education, training, or employment

Developed employability skills — pupils gain experience in teamwork, punctuality, communication, and workplace expectations

Increased aspirations — pupils can articulate future goals and understand the steps needed to achieve them

Zero NEET risk — pupils are fully supported into a sustained, meaningful Post-16 pathway

To achieve this, our curriculum is built around three core pillars:

- ❑ **SELF**— developing social skills, emotional regulation, resilience, self-esteem, and a strong sense of identity
- ❑ **Meaningful Learning** — providing a broad, relevant, and accessible curriculum that builds essential skills and qualifications. Maths and English are accessed daily as their foundation subjects to maximise Post 16 opportunities.
- ❑ **Future You Curriculum** — ensuring every pupil gains the knowledge, confidence, and experiences needed to transition successfully into Post-16 education or training. From the start of their SA journey students develop a “future you” avatar and participate in meaningful conversation about their goals and aspirations. This supports them to visualise meaningful success and steps needed to achieve their personal objectives.