

# Our School Pathways

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**SEPTEMBER 25**

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**Denstone Road  
Reddish  
Stockport  
SK5 6UY**



**Reddish Hall  
School**

# Key Stage 3

Our Key Stage 3 curriculum at Reddish Hall School is broad and balanced. It takes a lead from the National Curriculum and personalises it to the needs of our pupils. Pupils are in class groups of usually no more than six, with a teaching assistant who remains with them for most lessons, and pupils are placed into class groups according to need, whether that be ASC, where a very structured approach is required; mixed ability; or our learning support class, for pupils who aren't quite ready for a KS3 curriculum and benefit from scaffolded learning and further differentiated texts.

Pupils study a wide range of subjects: Maths, English, Science, PE, Geography, History, PSHE, Art, Food technology, DT, MFL and outdoor education. They have access to music through external providers.

**The school's intent is:**  
***We are Reddish Hall.***  
***We build skills for life.***  
***We embrace and respect individuality.***  
***We support each other to achieve.***  
***We are unique, resilient and try our best.***

Most children in KS3 move to the subject specialist's classroom with their class, making Reddish Hall feel what children expect a high school to be like. Children in our KS3 learning support group have the same teacher for maths and English, and as their form tutor, and their movement around school is reduced slightly.

We also have a KS3 Nurture pathway, which is run on a primary model, and supports pupils who are not ready for the secondary set-up, focusing on building relationships, supporting mental health and lessening anxiety and consolidating and building on learning from KS2 whilst following the KS3 National Curriculum.

The intention of our KS3 provision is to ensure children enjoy learning and place value upon it, alongside developing the knowledge and skills to move onto KS4. The whole package of educational input, therapy and pastoral support aims to ensure that pupils are ready for their next step.

# Key Stage 4

Key Stage 4 at Reddish Hall aims to help children become ready for their next step through academic achievement, the development of skills – both social and vocational, and through promoting their independence, confidence and self-esteem. We celebrate the individual and encourage children's personalities to flourish!

All children study English, maths and science, with the intention they achieve a qualification that reflects their ability at that time. Pupils also have lessons in RSHE with Citizenship – a key subject at Reddish Hall – and PE, as well as the opportunities for enrichment which includes an established work experience programme.

We endeavour that if a child has a particular interest and it is suitable for them to undertake it as a qualification, we will do what we can to support them with this.

The Key Stage 4 Denstone Pathway follows a mainstream model, but with small – sometimes very small class sizes, we have run an option class with just one pupil! – and significant support. Pupils choose four option subjects as well as studying core skills. The list below is an example and may differ each year.

**At Reddish Hall, we understand that education does not always take place within the classroom. For our pupils, developing socially and experiencing new challenges is considered just as important.**

## **Core Subjects (qualification offered):**

- English Language – GCSE, Functional Skills Level 1 and 2, Entry Level
- Maths – GCSE, Functional Skills Level 1 and 2, Entry Level
- Science – GCSE, BTEC, Entry Level

## **Option Subjects**

- English Literature (GCSE)
- Art (GCSE)
- History (GCSE)

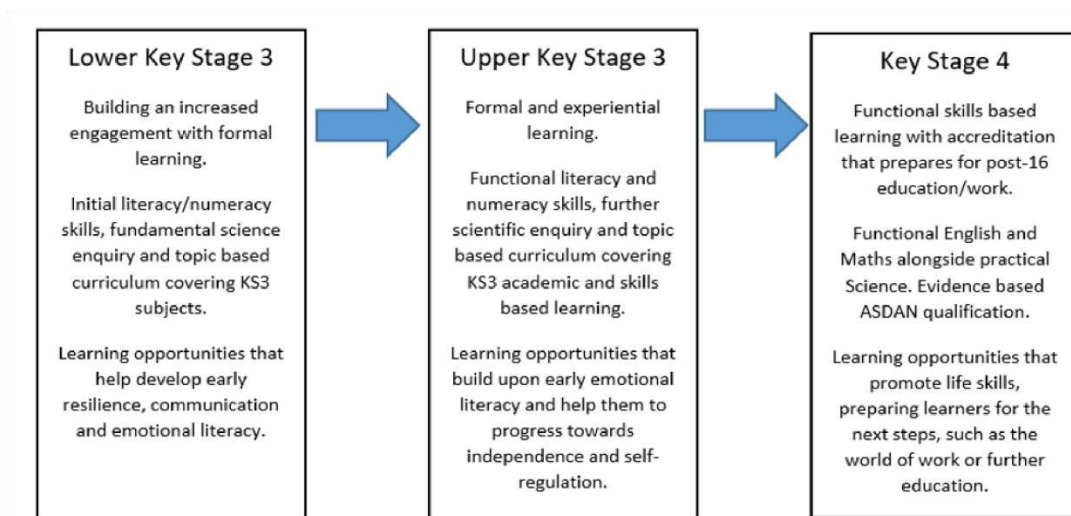
- Geography (GCSE)
- Computing (GCSE)
- Hospitality and Catering (AIMVOCs)
- Sport (BTEC)
- Psychology (GCSE)
- Hair and Beauty (AIMVOCs)
- Horticulture (AIMVOCs)
- Health and Social Care (BTEC)
- Prince's Trust

## Nurture

Students identified as having significant attachment difficulties, social communication difficulties, and low-level learning can find a place in our nurture programme which runs as three classes from KS3 to KS4. The nurture approach puts individual need at the heart of the curriculum with a programme of study built around them, their aspirations and individual social/academic needs. These students benefit from remaining in the same classroom with the same teacher for the majority of the time. A creative approach is taken to building a curriculum that is engaging, inspiring and challenging, including regular opportunities to engage in outdoor education and experiential learning visits.

At Key Stage 3 pupils may transition in and out of the nurture class in accordance with their development. Bespoke timetables are used when necessary, to address the child's needs, and can have a range of focuses from social and emotional literacy to reading and numeracy. A creative and flexible approach is used to develop student's skills in functional numeracy and literacy to ensure positive transitions into KS4.

At Key Stage 4, pupils are working towards Entry Level qualifications and Functional Skills, but there is flexibility for them to attend GCSE classes or a chosen option subject – this decision is made on an individual basis in accordance with the student's interests and ambitions. Career focussed learning and experience is at the core of the KS4 curriculum, with opportunities to engage in both academic and vocational education alongside the development of their functional literacy and numeracy.



## Project 3

The Project 3 pathway is designed for young people from year 7 upwards who are not ready to access full time classroom-based learning. Typically, these pupils have spent a large amount of time out of education and may have significant barriers around their levels of anxiety, finding a school or classroom environment overwhelming. Initially, learning is facilitated through a holistic and therapeutic approach, designed to move at the young person's own pace.

Their timetables are personalised, with the support of a Youth Coach. They are designed using the voice of the young person and other professionals, including our senior psychotherapist and SEND team. Literacy and numeracy skills are prioritised but may be delivered through life skills until the young person is ready for more formalised learning in some cases. Our Project 3 teacher may design the programmes of study, or the young person may be attached to a suitable class group for English and Maths, or even a blend of the two.

Youth Coaches work with the young person on their programmes, which can include a range of subjects in line with the child's interests and aspirations, including our vocational programmes or GCSE pathways. Pupils may work 1:1 or attend classes, dependent on what is suitable for them. Some learning may take place off-site to aid pupils with developing other key aspects, with activities such as bike riding, rock climbing, working with animals, cooking or even attending the gym, so they can experience the wider world and develop their confidence and communication skills in a holistic and supportive manner. This hopefully helps them work towards being able to regulate their feelings in order to be able to enjoy the wider school environment.

The aim for pupils is that they develop a school identity and a sense of belonging, forming healthy attachments and experiencing learning in a positive manner. Over time, pupils may become ingratiated fully or partially in one of our other pathways. The outcome aimed for is, as always, that pupils leave Reddish Hall ready for their next steps heading into the wider world.

## Key Stage 5

Both the Nurture Pathway and Denstone Pathway can support pupils post Year 11. Pupils on the Vocational Pathway can continue with vocational qualifications, as well as continuing to study literacy and numeracy if required. Work experience plays a bigger part, as does the emphasis on independence skills and personal responsibility. For pupils who have missed long periods of education before joining Reddish Hall later in Key Stage 3, or for Key Stage 4, this can be an ideal option for them post-16, if they are not yet college ready, or need that extra time before starting an apprenticeship. The intention is that these young people leave better equipped than their peers who are going into the trades taught at Reddish Hall.

Pupils on the Nurture Pathway are able to continue beyond Year 11 in order to support them with moving onto college or supported apprenticeships when they are ready. Pupils on this pathway are not always emotionally ready to leave school at 16, and may benefit from developing their independence skills and self-confidence for another year. Year 12 on this pathway is spent further developing numeracy and literacy skills, which may involve gain additional qualifications; practicing these in real life scenarios, including money management, for example. Life skills are key, focusing on travel training, keeping themselves safe and developing independence. Links with colleges may be formed so pupils can begin that transition if they wish to study a college course, as well as building up work experience. Year 12 can be very much tailored to suit the needs of the young person and prepare them for their step away from Reddish Hall.