



Proposal: Restructuring of the Enhanced Resource Provision at STEPS Paignton Academy

Introduction

This proposal is seeking for a restructuring of the Enhanced Resource Provision (ERP) for Emotional Based School Avoidance (EBSA) from its current remit of providing full time specialist provision for pupils in Key Stage 3, to a model of specialist provision supporting pupils in both Key Stage 3 and Key Stage 4 offering intervention and support, enabling them to access elements of mainstream provision.

What is an ERP?

An ERP is a specialist provision which is on the site of a mainstream school, offering specialist intervention and access to resources to pupils placed within the provision, enabling them to receive the support required to build up their ability to accessing the wider mainstream school community.

Current model at STEPS

- Pupils who access STEPS are within Key Stage 3 (years 7-9).
- Pupils have an Education, Health and Care Plan with a primary need of Emotionally Based School Avoidance (EBSA).
- Pupils attend the provision for the whole of their education provision, receiving all of their teaching and interventions within the ERP.

Challenges with the current model

- Once a pupil reaches year 10 at school, the specialist provision and interventions cease and they are expected to engage fully within the mainstream provision at Paignton Academy, or seek a specialist placement away from this setting.
- The high level of needs of the pupils accessing this provision, often result in them being unable to access any elements of the mainstream community which is available to them.
- There is an increasing need for provision for pupils with EBSA, for those who have the ability to engage in the wider mainstream community with the required support and nurturing which can be provided by the ERP.
- At present, the places at the ERP are allocated to pupils who require full time intensive specialist provision. It is recognised that many of these pupils may benefit from being able to access full time specialist provision away from the mainstream environment.

Proposal for new STEPS model

It is being proposed that the ERP develop a model which embeds the support and intervention throughout the entire secondary school journey for pupils, by increasing the age range to include Key Stage 4, as well as Key Stage 3.



This model will incorporate the aspiration for all pupils accessing the ERP to build up engagement and involvement within their mainstream community.

Pupils who will be placed within the ERP, will be recognised as being able to work towards the goal of joining in activities and lessons with their peers from the mainstream school.

Enabling pupils to have access to opportunities alongside their peers in mainstream school.

Pupils will receive bespoke support in line with their needs whilst accessing the ERP, and will have a main point of contact within the provision which will offer support and intervention to enable them to engage within the wider school community.

Proposed Implementation

The proposal aims to start from September 2025.

This will be a staged approach to embed the new model, to ensure that the pupils currently placed can continue to receive the support that they have been receiving in their current journey at STEPS.

Any new pupils who are referred to this provision, will be considered under the new model to support in the staged transition to the changes.

It has been recognised that some pupils may better benefit from attending a more specialist provision for their high levels of need. Torbay Council and Paignton Academy will work closely with these pupils and their families to identify the next steps, should this be identified as the best step for their education journey.

Expected Outcomes

- Significant improvement in confidence and resilience throughout the entire secondary school educational journey.
- Improved transition and success in to Key Stage 4
- Enhanced benefits by accessing the wider mainstream community
- Increased confidence and participation among pupils
- Pupils will access provision which is suited to their needs and abilities to progress

Conclusion

This proposal represents a shift in the delivery of the ERP, aligning with pupils needs, the benefits of being able to access mainstream provision and maximising the impact of this successful specialist support. By increasing the age range, and restructuring the model we can ensure that pupils receive the targeted and sustained interventions they require, empowering them to succeed.