



WILL ADAMS
ACADEMY
DREAM, BELIEVE, ACHIEVE



12-week Respite Process

Preadmission Meeting:

Midpoint Review Meeting:

Final Review Meeting:

By signing this, we agree to work collaboratively and take an active role with regards to the placement for this student at Will Adams Academy, including attending meetings as outlined.

Parent/Carer

Will Adams Academy

Mainstream School

Will Adams Academy

Respite Transition Process

Week 5

The Respite and Transition Coordinator will contact you and your child's school to arrange a mid-point review.

This review allows:

- Parents/carers to share feedback on how their child is feeling and managing
- Discussion about returning to school or moving on to a new setting
- Your child to talk about their experience, including any worries or positives



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Six-Week Review

At Week 6, a review meeting will take place at either:

- Will Adams Academy, or
- Your child's next school

Parents/carers and school staff will:

- Review progress and successes
- Discuss any concerns
- Agree next steps for the remainder of the placement



Support After Returning to School

Following your child's return to school, we continue to offer drop-in support for 4–6 weeks, depending on individual needs.

Sessions may take place weekly or fortnightly and help your child to:

- Settle back into school routines
- Talk through any worries or challenges
- Feel supported during their transition



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Final Review Meeting

Around one week before the placement ends, a final meeting will be held with:

- Your child
- Parents/carers
- School staff

This meeting will:

- Prepare your child for the end of the 12-week placement
- Share important information with the school
- Ensure a clear and supportive handover

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Sessions may take place weekly or fortnightly and help your child to:

- Settle back into school routines
- Talk through any worries or challenges
- Feel supported during their transition

Once a young person is directed to a 12 week Respite placement, a pre-admission meeting takes place at the start of placement with the Headteacher / Deputy Headteacher. The young person will complete a 4-day assessment period before starting in the main school.

Assessments completed during the process:

- Numicon, Spelling and Reading
- Baseline GCSE in English and Maths for Year 10 and 11
- Speech and Language Assessment
- Dyslexia Screener
- Boxall SEMH Assessment
- Strengths and Difficulties Questionnaire
- Time with school counsellor

Science

Students work through a booklet which covers some key topics in KS3 which are either also covered at GCSE or are essential to be able to access other elements in the GCSE. It also covers a few of the required practicals from the GCSE. The idea is that students should leave with an understanding in some key areas, enabling them to return to science ready to build on these.

English

A structured, skills-based curriculum for respite students, that ensures continuity of learning during short-term placements. The curriculum is designed to strengthen core literacy skills, maintain academic engagement, and support students' ability to access learning across subjects and settings. Student's will build on their:

- Reading & Writing Skills
- Technical Accuracy and Language Control
- Spoken Communication

The curriculum is organised into short, focused learning units that allow students to engage meaningfully regardless of placement length.

Maths

The 14 topics selected for the Respite Class in the Edexcel Maths curriculum are designed to provide a well-rounded and comprehensive mathematical foundation for students. These topics have been chosen to ensure a balanced progression of skills across different mathematical areas.

- Number properties
- Representing Data
- 2D Shapes
- Negative Numbers
- Algebraic Expressions
- 3D Shapes
- Units
- Averages
- Fractions
- Perimeter & Area
- Probability
- Decimal Numbers
- Geometrical Reasoning - Angles
- Fractions, Decimals and Percentages

Our Vocational respite program uses AQA Unit Awards, giving students the opportunity to achieve a certificate in a whole variety of units. These short courses give students access to a multitude of topics, allowing them to build a portfolio of certificates that demonstrate particular skills. Each of these subjects encourage personal growth and development.

Core Options	Voc 1	Voc 2
<p>Photography</p> <ul style="list-style-type: none"> • Focuses on wellbeing and the local community • Opportunities to photograph local monuments and historical venues • Express emotion and mental health through photography 	<p>Cooking</p> <ul style="list-style-type: none"> • Enhance their skills in cooking meals • Learn how to properly prepare fresh ingredients • Understand the theory behind cooking 	<p>Hair and Beauty</p> <ul style="list-style-type: none"> • Works on skills identified by further education providers as essential skills for working in the beauty industry, including tanning, nail treatment, shampoo and conditioning, plaiting and styling hair
<p>Business</p> <ul style="list-style-type: none"> • Uses real-world examples to help contextualise understanding • Develops critical thinking and analytical skills 	<p>Sports</p> <ul style="list-style-type: none"> • Focuses on developing leadership skills through sport • Improves communication • Develops self-esteem and confidence • Improves their ability to problem solve and work as a team 	<p>Art</p> <ul style="list-style-type: none"> • Creates a space for students to express ideas creatively, through mixed media, drawing, printing, photography and painting • Allows students to create a portfolio of work • Opportunities to visit galleries and workshops, to support their learning
<p>History</p> <ul style="list-style-type: none"> • Develops skills in explaining, analysing and evaluating • Focuses on increasing understanding of the past, through important historical periods, and learning how it affects the present 	<p>Public Services</p> <ul style="list-style-type: none"> • Develops understanding of the Emergency Services' roles and personnel • Focuses on emergency and non-emergency situations • Explores uniform, vehicles and equipment for the Emergency Services 	<p>Travel and Tourism</p> <ul style="list-style-type: none"> • Understand how the industry runs and how different factors affect it • Broadens their understanding of different cultures • Explores a wide variety of topics, including regulations, and trends & development in the leisure industry

Arts Award

This is an accredited course developed by Trinity College that is designed to be an introduction to the creative Arts. The purpose of the course is to deliver an engaging and creative program of study through:

- Workshops
- Visits
- Practical Sessions

We are currently offering Bronze level, which is equivalent to a Level 1 course, and can be achieved in approximately 60 hours.

Intervention Trips

These are designed to support pupils' social, emotional and behavioural development by taking learning beyond the classroom and placing it into real-life, meaningful contexts. They provide targeted opportunities for pupils to work on specific outcomes such as teamwork, communication, emotional regulation, resilience and self-esteem, often linking directly to their individual targets.

Activities such as archery help pupils develop focus, self-control and patience, and rock climbing supports confidence-building, trust, problem-solving and overcoming fear in a safe, supported environment.

Overall, these trips aim to

- Re-engage pupils with learning
- Reduce barriers to progress
- Support positive behaviour by offering structured, supportive experiences that many pupils may not otherwise access

Life Skills / PSHE

Life skills is aimed at developing students' practical and social skills that are needed for independent living and employment. PSHE covers 3 main themes: Health and Wellbeing, Relationships and Living in the wider world, covering sub topics, which include: basic first aid, personal safety, marriage/parenting, bullying, consent, economic wellbeing and media literacy.

Survival Skills (Year 9 only)

A 12-week overview designed to progressively introduce pupils to core bushcraft and survival skills in a safe, structured and engaging way, building both practical competence and personal development over time. The programme includes:

- Understanding fire safety
- Shelter building
- Navigation skills
- Hands on opportunities to use survival equipment responsibly

The overview ensures clear progression while meeting all required outcomes for the Forest Schools: Introduction to Bushcraft and Survival Skills (Level One) unit.

Careers

- Opportunities to create a CV
- Research career pathways
- Improve their employability skills
- Post-16 options

Depending on when students are with us, they also have the opportunity to visit colleges, attend a careers fair and have IAG meetings with qualified careers advisors.