

ARK INCLUSIVE EDUCATION

RISE 2 RECOVERY Curriculum

A Trauma-Informed, Short-Term
Educational Intervention for
Vulnerable Children and
Young People



EXECUTIVE SUMMARY

CORE PRINCIPLE

Education is not a pause from recovery — it is a different context for recovery.

The same RISE competencies, PSHE, literacy, and numeracy skills — delivered in a way vulnerable children can access, regulate within, and succeed at.

1 Purpose and Rationale

1.1 The Challenge: Educational Disruption for Vulnerable Learners

Children and young people in crisis — those in short-term care placements, awaiting school allocation, permanently excluded, or experiencing extended suspensions — face significant educational disruption. Research demonstrates that placement instability and interrupted schooling correlate with poorer educational attainment and increased safeguarding risks.

The stress of these periods takes a significant toll on mental health, compounding existing vulnerabilities and widening attainment gaps. Under Section 19 of the Education Act 1996, local authorities must arrange suitable education for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive it. This education should be full-time, or as close to full-time as is appropriate for the child's needs.

Young people who have experienced trauma often develop unhelpful coping strategies that can undermine placement stability and relationships. Past experiences of maltreatment impact internal working models and impede children's capacity for attachment and interpersonal connection. Placement disruption further exacerbates emotional and behavioural difficulties, contributing to a cycle of instability.

THE URGENT NEED

The RISE 2 Recovery Curriculum addresses this urgent need: a rapid-response, evidence-based educational intervention designed to prevent learning loss, build protective factors, and support successful reintegration.

1.2 Who the Programme Is For

The RISE 2 Recovery Curriculum is specifically developed for:

Cohort	Description
Children in short-term care placements	Both registered and unregistered placements where education has been disrupted due to placement instability
Pupils awaiting school allocation	Children where no educational provision is currently in place
Young people who have been permanently excluded	Those awaiting a new school placement or alternative provision
Pupils experiencing extended suspensions	Children unable to attend their mainstream school
Children unable to attend school due to trauma-induced anxieties	Including those with diagnosed or suspected SEND, autism, ADHD, and Pathological Demand Avoidance (PDA)



Trauma-informed, relationship-first learning: small-group and one-to-one support delivered by specialist SEN facilitators.

2 The RISE 2 Recovery Framework

2.1 Programme Structure

The RISE 2 Recovery Curriculum follows a clear, sequential pathway:

Step	Milestone
Day 1	Referral / Crisis Placement
Within 24 Hours	Baseline Assessment
Weeks 1–4	Trauma-Informed Curriculum (RISE Competencies + PSHE + Academic Skills)
20 Sessions	Exit Portfolio & Formal Reintegration Handover to VSH

2.2 The RISE Acronym

The RISE acronym captures the four core domains of the curriculum, each split into two sub-competencies with four indicators each, creating 32 level descriptors scored using the BDSE framework (Beginning, Developing, Secure, Exceeding):

Letter	First Meaning	Second Meaning	Sub-Competencies
R	Regulation	Resilience	Emotional Regulation, Co-Regulation, Emotional Literacy, Self-Awareness (R1); Coping Strategies, Perseverance, Self-Efficacy, Optimism and Hope (R2)
I	Inclusion	Identity	Belonging, Diversity Awareness, Empathy, Community Building (I1); Positive Self-Identity, Identity Recognition, Self-Worth, Personal Values (I2)
S	Safety	Strengths	Risk Awareness, Boundary Setting, Consent Understanding, Online Safety (S1); Strengths Recognition, Protective Factors, Self-Esteem, Resilience Resources (S2)
E	Empowerment	Engagement	Assertiveness, Agency and Choice, Voice, Independence (E1); Communication, Active Participation, Relationship Building, Re-engagement with Learning (E2)

2.3 The Dual Layer

The “2” in RISE 2 Recovery represents the dual focus of the programme:

Layer	Meaning	What It Represents
Layer 1	Recovery	Recovery from trauma, disruption, and crisis – not just surviving, but beginning to heal, grow, and move forward
Layer 2	The Journey	The dual focus on specialist SEN facilitation and trauma-informed practice that enables recovery; the partnership between the child and the facilitator

3 Research-Informed Foundation

3.1 The Wakefield Risk and Resilience Framework

The curriculum is built on the Wakefield Risk and Resilience Framework, an evidence-based approach designed to build resilience and reduce the risk of poor outcomes. The framework:

- Provides a consistent, evidence-based, practical approach to building resilience
- Keeps the child or young person at the centre and focuses on their strengths and competence
- Provides a shared language across all services
- Amplifies the child/young person/family voice
- Identifies a starting point for interventions

3.2 PSHE Association Programme of Study (2026)

The curriculum integrates statutory Relationships, Sex and Health Education (RSHE) content from the PSHE Association Programme of Study, ensuring alignment with national standards. The Programme of Study supports schools by providing learning opportunities for each key stage covering all statutory RSHE content alongside Economic Wellbeing and Careers Education.

3.3 Trauma-Informed Practice

Research on trauma-informed interventions demonstrates that relationships formed with specialist staff can enable children to trust, feel safe, and make use of adult support. Key findings that underpin the curriculum design include:

- **Relational safety is fundamental:** For children who have experienced trauma, feeling safe is a prerequisite for engagement, communication and learning
- **Behaviour is communication:** Challenging behaviour should be understood as a possible stress response to trauma, not as defiance
- **Co-regulation precedes self-regulation:** Through relationships in which pupils have enough “good enough” experiences of co-regulation, they will, over time, internalise the skill of self-regulation
- **Systemic approach required:** A trauma-informed approach must be embedded across the whole setting, with all adults “living and breathing” the approach for it to be effective

3.4 The ARC Framework

The curriculum's approach is informed by the Attachment, Regulation and Competency (ARC) framework. ARC is a skills and competencies-focused framework designed to serve children who have experienced complex trauma, with three core domains:

- **Attachment:** Strengthening the caregiving system
- **Regulation:** Building self-awareness and skills to identify, understand, tolerate, and manage internal experience
- **Competency:** Supporting resilience through improving decision-making skills, exploring sense of self and identity, and establishing healthy relationships

3.5 SEND Code of Practice

The curriculum is fully aligned with the four broad areas of need identified in the SEND Code of Practice (2015):

Area	Description
Communication & Interaction (CI)	Difficulties with speech, language, and communication; difficulties with social interaction
Cognition & Learning (CL)	Difficulties with learning, processing information, memory, and problem-solving
Social, Emotional & Mental Health (SEMH)	Difficulties with emotional regulation, social skills, mental health, and behaviour
Sensory and/or Physical Needs (SP)	Difficulties with vision, hearing, physical mobility, or sensory processing

4 How the Programme Is Delivered

4.1 Flexible Hybrid Delivery Model

The RISE 2 Recovery curriculum is designed with maximum flexibility to meet the needs of young people in crisis, those awaiting school placement, and those reintegrating after exclusion or extended absence. The programme can be delivered through three distinct pathways:

Option	Schedule	Duration	Total Sessions	Best For
Intensive	Daily sessions (Monday–Friday)	4 weeks	20 sessions	Young people in 4-week emergency crisis placements; rapid stabilisation and assessment; those requiring intensive, structured daily support
Extended	2–3 sessions per week	6–12 weeks	12–20 sessions	Young people in longer placements; those who benefit from a slower pace; reintegration from extended absence; those with additional SEND needs requiring consolidation time
Reintegration Recovery	1–2 sessions per week	10–20 weeks	10–20 sessions	Young people transitioning back to school; those requiring phased reintegration; pupils who need to build confidence and routine before returning to full-time education

4.2 Programme Structure

Regardless of delivery option, the programme follows the same four-stage journey, with each stage building on the previous:

Stage	Title	Focus	Sessions
Stage 1	Foundation – Safety, Self, and Connection	Establish safety, build trust, develop self-awareness and emotional language	5
Stage 2	Relationships and Resilience	Explore healthy relationships, identify harmful ones, develop assertiveness and conflict resolution skills	5
Stage 3	Health, Wellbeing, and Safety	Physical health, managing risks, online safety, RSE and growing up	5
Stage 4	Future, Purpose, and Moving On	Build hope, develop self-efficacy, explore aspirations, prepare for transition	5

Each session is 90–120 minutes, delivered by a qualified SEN specialist.

4.3 Specialist SEN Facilitator Delivery

All delivery is conducted by specialist trained and qualified SEN education facilitators. Each facilitator holds:

- Qualified Teacher Status (QTS) or equivalent recognised teaching qualification
- Specialist training in Special Educational Needs and Disabilities (SEND)
- Training in trauma-informed practice and therapeutic communication
- Experience working with looked-after children and young people in crisis settings
- Enhanced DBS clearance and safeguarding training

4.4 Flexible and Hybrid Delivery Location

Location	Considerations
At the placement/home	Subject to Deprivation of Liberty Safeguards (DoLS); suitability of environment; requires suitable space for learning
At an agreed external location	Provides a neutral, therapeutic environment conducive to learning and recovery; may reduce distractions and support focus
Off-site (e.g., library, community centre)	Supports transition towards school-like environments; builds confidence in external settings

4.5 What Is Delivered: The Curriculum Content

4.5.1 RISE Competencies

Domain	Sub-Competency	Key Focus Areas
R – Regulation & Resilience	R1: Regulation	Emotional regulation, co-regulation, emotional literacy, self-awareness
	R2: Resilience	Coping strategies, perseverance, self-efficacy, optimism and hope
I – Inclusion & Identity	I1: Inclusion	Belonging, diversity awareness, empathy, community building
	I2: Identity	Positive self-identity, identity recognition, self-worth, personal values
S – Safety & Strengths	S1: Safety	Risk awareness, boundary setting, consent understanding, online safety
	S2: Strengths	Strengths recognition, protective factors, self-esteem, resilience resources
E – Empowerment & Engagement	E1: Empowerment	Assertiveness, agency and choice, voice, independence
	E2: Engagement	Communication, active participation, relationship building, re-engagement with learning

4.5.2 PSHE Association Content

Statutory Relationships, Sex and Health Education (RSHE) content delivered through weekly themes aligned to RISE domains:

Stage	Theme	Primary RISE Focus	PSHE Content
Stage 1	Foundation: Safety, Self, and Connection	I – Inclusion & Identity	Families, friendships, feelings vocabulary, respecting self and others
Stage 2	Relationships and Resilience	E – Empowerment & Engagement	Healthy relationships, bullying, assertiveness, conflict resolution
Stage 3	Health, Wellbeing, and Safety	S – Safety & Strengths	Healthy lifestyles, risk, online safety, puberty, personal safety
Stage 4	Future, Purpose, and Moving On	E – Empowerment & Engagement	Goals, careers, economic wellbeing, transition, support networks

4.5.3 Embedded Literacy and Numeracy

All activities integrate literacy and numeracy in a low-stakes, trauma-sensitive way:

- **Literacy opportunities:** Journaling, creative writing, descriptive writing, instructional guides, critical media analysis
- **Numeracy opportunities:** Time management, data handling, budgeting, health literacy activities, counting and tracking

4.5.4 SEND-Specific Adaptations

All delivery is adapted to meet the needs of pupils across the four SEND areas of need:

SEND Area	Adaptation Approach
Communication & Interaction	Use of visuals, symbols, AAC; simplified language; extra processing time
Cognition & Learning	Simplified language; concrete examples; repeated opportunities; non-verbal responses accepted
SEMH	Choice to “pass”; safe space for responses; all emotions validated; scaling not just words
Sensory/Physical	Alternative response methods; sensory environment adjustments; movement breaks

5 Assessment, Monitoring and Reporting

5.1 The ARK Monitoring App

Central to the RISE 2 Recovery Curriculum is a purpose-built dynamic monitoring and analytics application that provides real-time, actionable intelligence for all stakeholders.

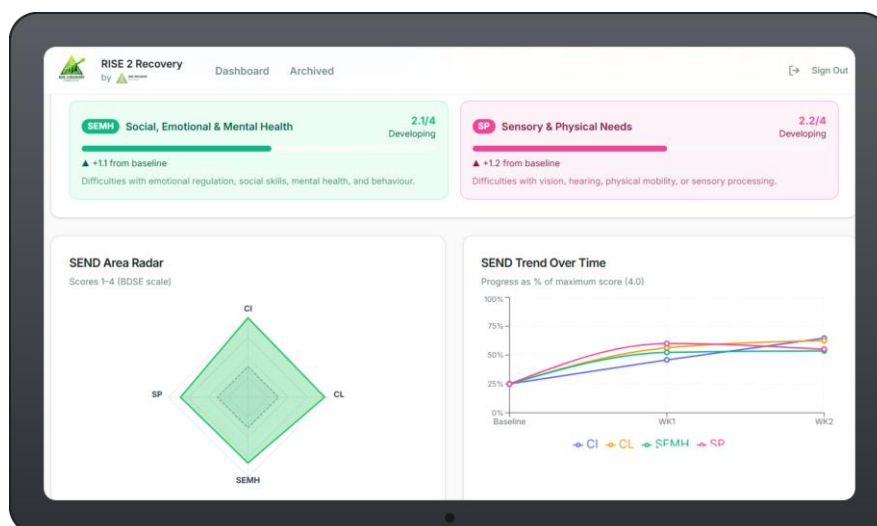


Figure 1: ARK Monitoring App Dashboard – Real-time progress tracking across all RISE competencies and SEND areas with BDSE visualisation, accessible on tablet devices for use in any setting.

App Features

Feature	Description
Real-Time Progress Dashboards	Visual summary of competency development across all RISE areas and SEND areas, with trend analysis showing progress over the programme duration
BDSE Framework Visualisation	Scores mapped against a four-point scale (Beginning, Developing, Secure, Exceeding) with clear visual representation
RISE Competency Tracking	All 32 indicators scored and tracked across baseline and regular checkpoints
SEND Area Overview	Visual data and charts for the four SEND areas on the dashboard and in reports
Pupil Voice and Emotional Wellbeing Tracking	Systematic recording of the young person's voice and emotional state throughout their journey

Feature	Description
Stakeholder Observation Recording	Secure recording of observations from SEN facilitators, social workers, and care staff
Baseline and Exit Comparison	Clear evidence of progress from the start to the end of the placement
Automated Exit Portfolio Generation	Comprehensive summary report for transition, including strengths, areas for ongoing support, and recommended strategies
Secure Data Hub	Centralised, secure data sharing for the multi-agency team, with appropriate data protection and confidentiality safeguards

5.2 Assessment Schedule

Assessment Point	Timing	Purpose
Baseline	Within first 48–72 hours	Establish starting point, identify immediate needs, set initial goals
Regular Check-Ins	Throughout programme (aligned to delivery schedule)	Monitor engagement, identify emerging strengths, adjust approach
Exit/Transition Review	Final sessions of programme	Capture overall progress, identify ongoing support needs, inform transition planning

5.3 Reporting

The automated reporting system provides:

Report Feature	Description
RISE Radar Diagram	Visual representation of scores across all four RISE competencies with BDSE gridlines (1–4)
SEND Area Radar Diagram	Visual representation of scores across the four SEND areas with BDSE gridlines (1–4)
RISE Competency Scores Table	Numerical scores for each RISE competency with BDSE level and trend
SEND Graduated Descriptors	Detailed BDSE level descriptors for each SEND area with evidence

Report Feature	Description
SEND-to-RISE Mapping	Table showing how RISE indicators contribute to each SEND area
Pupil Voice Summary	Captured feedback from the young person throughout the programme
Staff Observations	Professional observations from SEN facilitators
Transition Recommendations	Specific, actionable recommendations for the next placement/setting



Figure 2: Example of an automated progress report generated by the ARK app, showing RISE radar diagram and SEND area charts with BDSE levels – available for download and sharing with commissioners and stakeholders.

Benefits for Commissioners

The dynamic reporting system enables Virtual School Heads and local authorities to:

- Evidence statutory compliance with clear documentation of educational provision throughout the placement
- Demonstrate corporate parenting by showing active monitoring and intervention
- Inform transition planning with rich data on the child's progress and needs
- Justify Pupil Premium Plus spending through measurable outcomes and clear linkage to the Personal Education Plan

6 Impact: What the Programme Achieves

6.1 Measurable Outcomes

The programme delivers measurable impact across three domains:

6.1.1 Educational Outcomes

- No learning lost – children access full-time education from Day 1 of placement
- Literacy and numeracy progress – tracked through integrated activities and baseline/exit comparison
- Curriculum continuity – maintained through alignment with national standards

6.1.2 Wellbeing Outcomes

- Improved emotional regulation – children develop strategies to manage stress and frustration
- Increased resilience – protective factors and coping strategies are built
- Enhanced self-efficacy – children believe they can affect what happens to them
- Reduced anxiety – predictable routine and trauma-informed support

6.1.3 Reintegration Outcomes

- Successful transition – comprehensive exit portfolio supports next placement/school
- Continued engagement – recommendations for ongoing support
- Positive narrative – strengths-based approach builds confidence for the future

6.2 Stakeholder Benefits

Stakeholder	Benefit
Local Authorities & VSHs	Absolute risk mitigation; turnkey quality assurance; immediate deployment (within 24 hours); specialist SEN expertise; dynamic reporting for statutory accountability
Social Care Providers (Registered and Unregistered)	Operational relief; evidence of de facto compliance; specialist partnership for complex needs; evidence for registration
The Young Person	Routine amid chaos; no lost momentum; trauma-informed support; specialist SEN adaptation; their voice is heard and recorded throughout
Families	Reduced stress and anxiety; confidence that their child is receiving appropriate education
Schools & Alternative Provisions	Comprehensive transition information; clear understanding of the child's strengths and needs; continuity of support

7 Delivery Summary

Feature	Intensive	Extended	Reintegration Recovery
Frequency	Daily	2–3 sessions/week	1–2 sessions/week
Duration	4 weeks	6–12 weeks	10–20 weeks
Total Sessions	20	12–20	10–20
Session Length	90–120 mins	90–120 mins	90–120 mins
Best For	Emergency crisis placements	Longer placements; SEND needs	Transition back to school
Full Programme	Yes	Yes (if 16+ sessions)	Optional
Targeted Bespoke	Optional	Yes	Yes
Delivery Mode	Face-to-face or online	Face-to-face or online	Face-to-face or online
Location	Home or external	Home or external	Home or external

8 Conclusion

The RISE 2 Recovery Curriculum provides a comprehensive, evidence-based response to the educational needs of the most vulnerable children and young people. Built on the Wakefield Risk and Resilience Framework, the PSHE Association Programme of Study, trauma-informed practice principles, and the Attachment, Regulation and Competency (ARC) framework, the programme delivers:

- **Immediate educational provision** – from Day 1 of crisis placement, fulfilling Section 19 duties
- **Trauma-informed support** – delivered by specialist SEN facilitators trained in relational practice
- **Flexible delivery** – with three pathways (Intensive, Extended, Reintegration Recovery) to meet individual needs
- **Dynamic monitoring** – through the ARK app, providing real-time data for commissioners and reporting against the four SEND areas of need
- **Successful reintegration** – through comprehensive exit portfolios and transition recommendations

"The RISE 2 Recovery Curriculum demonstrates that even short-term interventions can have lasting impact when they are built on a foundation of safety, relationship, and evidence-based practice."