

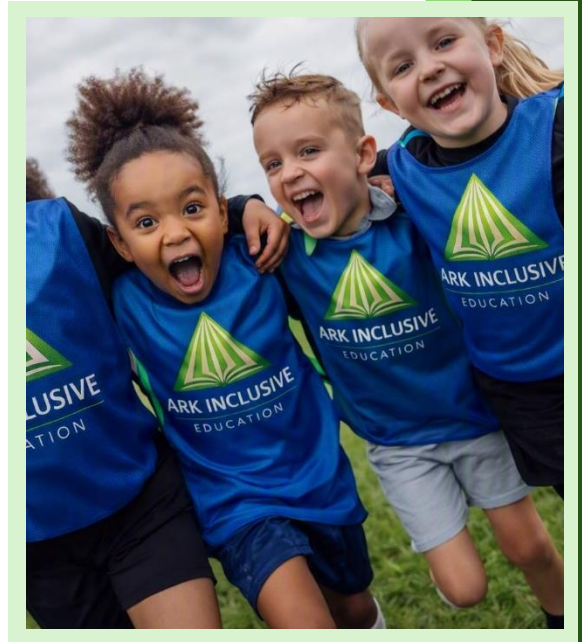
ARK INCLUSIVE EDUCATION

ACTIVE INCLUSION

Move, Regulate & Connect

A Fully Integrated Short Term
Therapeutic Intervention for SEND Pupils

EXECUTIVE SUMMARY



CORE PRINCIPLE

Sport is not a break from learning — it is a different context for learning.

The same SEN, PSHE, numeracy, and literacy skills — delivered in a way SEND pupils can access, regulate within, and succeed a

1 Purpose and Rationale

1.1 The Challenge: Educational Disruption for Vulnerable Learners

Children and young people with significant SEND, trauma histories, attachment disorders, ADHD, and ASD face profound educational disruption. Those who are permanently excluded, at risk of suspension, on EOTAS packages, or experiencing Emotionally Based School Avoidance (EBSA) often miss substantial learning opportunities. Research demonstrates that interrupted schooling correlates with poorer educational attainment, increased safeguarding risks, and compounding mental health difficulties.

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.

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

"Move, Regulate, Connect" addresses this urgent need: a rapid-response, evidence-based educational intervention designed to prevent learning loss, build protective factors, and support successful reintegration through the power of trauma-informed physical activity.

1.2 Who the Programme Is For

The ACTIVE INCLUSION INTERVENTION is specifically developed for:

Cohort	Description
Pupils with significant SEMH, ASD, ADHD needs	Those with emotional regulation difficulties, attachment disorders, and trauma histories
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 support delivered by specialist SEN facilitator and trained Sports Practitioners.

2 The Active Inclusion Framework

2.1 Programme Structure

The "Move, Regulate, Connect" curriculum follows a clear, sequential pathway:

Step	Milestone
Day 1	Referral
Within 48-72 hours	Baseline Assessment
Weeks 1-4	Dysregulation Phase — Safety, Self, and Connection
Weeks 5-8	Exploration Phase — Trust, Identity, and Risk
Weeks 9-12	Reintegration Phase — Community, Purpose, and Moving On
Week 12	Exit Portfolio & Formal Reintegration Handover

2.2 The 7 Active Inclusion Domains

The focus: of the curriculum targets **seven interconnected SEN domains**, each split into five criteria with four indicators each, creating 140 level descriptors scored using the BDSE framework (Beginning, Developing, Secure, Exceeding):

Domain	Focus Areas
1. SEMH	Emotional regulation, behaviour management, adapting to change, resilience, self-esteem
2. Communication & Interaction	Receptive language, expressive language, social communication, non-verbal communication, self-advocacy
3. Cognition & Learning	Sustained attention, planning & sequencing, working memory, problem-solving, metacognition
4. Sensory & Physical	Sensory tolerance, interoception, proprioception, gross motor skills, physical fitness
5. Risk & Resilience	Risk perception, risk-taking, distress tolerance, persistence, failure recovery
6. Independence	Self-monitoring, decision-making, autonomy, self-care, community navigation
7. Empowerment & Identity	Self-knowledge, self-esteem, goal-setting, voice & agency, community connection

2.3 The 3 Phases

The programme follows a clear, sequential pathway from dysregulation to reintegration:

Phase	Weeks	Core Physical Focus	Core PSHE Focus
Dysregulation	1-4	Sensory regulation, body awareness, safety, predictability	Psychoeducation on stress response, Zones of Regulation, interoception, toolkit building
Exploration	5-8	Trust, cooperation, skill progression, appropriate risk-taking	Emotional vocabulary, trust, identity, responsible decision-making, conflict resolution
Reintegration	9-12	Teamwork, leadership, personal fitness, contribution	Community, advocacy, future planning, empowerment, transition

3 Research-Informed Foundation

3.1 Trauma-Informed Physical Activity: The Evidence

The programme is built on a robust evidence base demonstrating the effectiveness of trauma-informed physical activity for vulnerable young people.

3.1.1 Trauma-Informed Physical Activity: A Systematic Review

A systematic review of trauma-informed physical activity (TIPA) programmes for young people found robust evidence of positive outcomes across multiple domains:

Area	Description
Emotional regulation	Proprioceptive physical activities (cardiovascular, resistance, and oral activities) led to statistically significant improvements in children's emotional expression (happy and sad affect)
Mental health outcomes	Sport-based programmes combined with psychological treatment resulted in decreases in internalizing and externalizing symptoms, depression, anger, and anxiety in trauma-exposed young people
Social benefits	Participants experienced improvements in peer helping behaviours, peer relationships, self-confidence, resilience, ability to work in teams, and improved communication skills
Family relationships	Parents reported improvements in broader family relationships and dynamics following participation in trauma-informed activity programmes

3.1.2 Trauma-Informed School-Based Physical Activity Framework

Research published in the *Journal of School Health* (2025) identified key practices for trauma-informed school-based physical activity:

3.1.3 Why This Matters for Neurodivergent, SEMH, ASD, and Trauma-Affected Young People

For the cohort this programme serves, physical activity is not an optional extra—it is a biological necessity and a therapeutic intervention. Neurodivergent young people (including those with ASD, ADHD, and PDA), those with significant SEMH needs, and those with trauma histories experience the world through nervous systems that are frequently in a state of threat, overload, or shutdown. Traditional educational approaches—often verbal, static, and demand-heavy—can inadvertently escalate this distress, leading to exclusion, school avoidance, and entrenched cycles of failure.

An active, trauma-informed physical approach offers a fundamentally different pathway. It works **with** the body, not against it, to restore the regulatory foundations that learning requires.

Bottom-Up Nervous System Regulation

Trauma and neurodivergence often disrupt the brain's ability to process and integrate sensory information. When a young person is in fight, flight, or freeze, their prefrontal cortex—the thinking, reasoning brain—is effectively offline. Verbal reasoning and reward charts cannot reach them. Physical activity, however, speaks directly to the brainstem and autonomic nervous system. Rhythmic, predictable movement (walking, swimming, bouncing, resistance work) provides the sensory input needed to shift the body out of survival mode and back into a state where learning, connection, and reflection become possible.

Completing the Stress Response Cycle

Many of the young people this programme serves carry un discharged survival energy. Trauma and chronic stress leave the body braced for threat, even in safe environments. Active physical engagement allows the body to **complete** the stress response it never had the chance to finish—discharging stored fight/flight energy through safe, bounded movement. This reduces hypervigilance and emotional reactivity without requiring the young person to verbally relive or explain their pain.

Sensory Integration and Interoception

Neurodivergent young people frequently experience differences in interoception (the ability to notice internal bodily signals) and proprioception (awareness of body position and movement). This makes it difficult to recognise rising emotions before they become overwhelming. The programme's focus on body awareness, heavy work (pushing, pulling, carrying), and structured sensory input builds the mind-body connection that underpins emotional self-regulation. Over time, pupils learn to notice early signals of dysregulation and use physical strategies to respond before crisis point.

Predictability, Safety, and Autonomy

Trauma and demand-sensitive conditions like PDA thrive on predictability and choice. The programme's consistent structure, pupil-led roles, pause cards, and non-negotiable exit options restore bodily autonomy—something often stripped away from young people in crisis. When a pupil learns that they can enter and exit high-energy states safely, and that their "no" will be respected, the nervous system begins to register the environment as safe. Safety is the prerequisite for regulation; regulation is the prerequisite for learning.

Co-Regulation Through Shared Movement

For young people with attachment disorders and relational trauma, face-to-face demands (eye contact, verbal processing) can feel threatening. Physical activity allows for **side-by-side co-regulation**—walking, stretching, or playing alongside a trusted adult without the pressure of direct conversation. This shared movement builds relational safety, and through repeated "good enough" experiences of co-regulation, pupils gradually internalise the capacity to self-regulate.

3.1.4 Why This Approach Is Essential for This Cohort

- **Neurodivergent learners (ASD, ADHD, PDA):** Movement provides the sensory and proprioceptive input their nervous systems crave, reducing sensory-seeking or avoidance behaviours. Predictable routines and radical choice reduce demand-related anxiety and meltdowns.

- **SEMH needs:** Physical activity offers a legitimate, non-stigmatising outlet for frustration, anger, and anxiety. Success in sport builds self-efficacy and a positive self-narrative, countering the failure identity many have internalised.
- **Trauma histories:** The body holds trauma. Physical activity allows for healing "in motion"—processing and releasing stored stress without the vulnerability of talk-based therapy. The programme's trauma-informed staff training ensures that movement is never used as punishment or coercion, preventing re-traumatisation.
- **EBSA and excluded pupils:** For those who have disengaged from education entirely, sport is the hook that brings them back. It offers a reason to attend, a context for relationship-building, and a route to rediscovering themselves as capable learners.

3.1.5 The Integrated Impact

When regulation is supported through the body, everything else becomes accessible. A dysregulated pupil cannot access the curriculum—no matter how well-differentiated it is. By prioritising movement, sensory safety, and relational connection, the Active Inclusion programme creates the conditions in which SEN, PSHE, literacy, and numeracy outcomes become achievable. Regulation is not a precursor to learning; it **is** learning, and for these young people, it is the most urgent learning of all.

3.2 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

3.3 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.

3.4 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

3.6 Self-Determination Theory

Self-Determination Theory research demonstrates that autonomy, competence, and relatedness drive intrinsic motivation. The 12-week programme duration is recommended for sustained behaviour change. This programme embeds these principles through:

- Role choice in every session
- BDSE progression showing competence development
- Team belonging creating relatedness
- 12-week structured journey

3.7 Staff Training and Competence

Research emphasises that effective trauma-informed physical activity requires staff who are adequately trained. Key recommendations include:

- Staff training in trauma-informed and attachment-aware approaches
- Developing facilitator competence in creating safe, supportive environments
- Adapting programming to prevent physical and mental distress and re-traumatisation

This programme addresses these requirements through comprehensive staff training in trauma-informed practice, co-regulation, SEND awareness, and de-escalation.

Key Finding: *"Games that demand more cognitive function seem more beneficial than those based on repetitive aerobic exertion to improve fundamental motor skills."*

— Systematic review of primary school-based PE intervention

4 How the Programme Is Delivered

4.1 Flexible Hybrid Delivery Model

The "Move, Regulate, Connect" curriculum is designed with maximum flexibility to meet the needs of pupils across different settings. The programme can be delivered through three distinct pathways

Option	Schedule	Duration	Total Sessions	Best For
Intensive	2 sessions per week	12 weeks	24 sessions	Pupils requiring rapid stabilisation and intensive, structured support
Extended	1-2 sessions per week	12-20 weeks	12-20 sessions	Pupils who benefit from a slower pace; those with additional SEND needs requiring consolidation time
Reintegration	1 session per week	10-20 weeks	10-20 sessions	Pupils transitioning back to school; those requiring phased reintegration; pupils who need to build confidence and routine

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
Phase 1: Dysregulation	1-4	Establish safety, build body awareness, develop regulation strategies	8
Phase 2: Exploration	5-8	Develop trust, build emotional vocabulary, explore identity and risk	8
Phase 3: Reintegration	9-12	Build community, develop leadership, plan for future and transition	8

Each session is up to 3 hours, delivered by a qualified SEN specialist, with each week comprising two sessions: **Session A (Physical/Sporting Activity)** and **Session B (PSHE/Reflection)**.

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
- Specialist and Elite Sports Coaches and Facilitators

4.4 Flexible Delivery Settings: Parallel Pathways

The programme can be delivered in a range of settings, allowing maximum flexibility based on available facilities, pupil needs, and group dynamics. For each physical session, we offer two parallel pathways with the same SEN objectives achieved through different activities:

Location	Considerations	Key Adaptations
Gym/Sports Hall	Pupils needing individual or paired work; sensory-sensitive pupils; those who find team games overwhelming	Individual circuits, resistance machines, treadmill, rowing machine, boxing pads, mats, weights, cardio equipment
Outdoor Sports Field	Pupils who engage well with team games; those who benefit from open space	Modified football, cricket, rounders, rugby, athletics, team challenges
Sports Hall/Court	Pupils needing structured, contained spaces for team games	Basketball, netball, badminton, volleyball, indoor cricket
Multi-Purpose Room	Pupils requiring sensory regulation; small groups; PSHE sessions	Movement-based regulation, yoga, dance, toolkit building, PSHE reflection

The choice of setting depends on:

- Pupil preference and sensory needs
- Group dynamics and readiness for social interaction
- Available space and equipment
- Staff expertise and ratios

4.5 What Is Delivered: The Curriculum Content

4.5.1 7 SEN Domains

Domain	Key Focus Areas
SEMH	Emotional regulation, behaviour management, adapting to change, resilience, self-esteem
Communication & Interaction	Receptive language, expressive language, social communication, non-verbal communication, self-advocacy
Cognition & Learning	Sustained attention, planning & sequencing, working memory, problem-solving, metacognition
Sensory & Physical	Sensory tolerance, interoception, proprioception, gross motor skills, physical fitness
Risk & Resilience	Risk perception, risk-taking, distress tolerance, persistence, failure recovery
Independence	Self-monitoring, decision-making, autonomy, self-care, community navigation
Empowerment & Identity	Self-knowledge, self-esteem, goal-setting, voice & agency, community connection

4.5.2 PSHE Association Content

Statutory Relationships, Sex and Health Education (RSHE) content delivered through weekly PSHE/Reflection sessions aligned to the three phases

Dysregulation	Safety, Self, and Connection	Psychoeducation on stress response, Zones of Regulation, interoception, toolkit building
Exploration	Trust, Identity, and Risk	Emotional vocabulary, trust, identity, responsible decision-making, conflict resolution
Reintegration	Community, Purpose, and Moving On	Community, advocacy, future planning, empowerment, transition

4.5.3 Embedded Literacy and Numeracy

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

- **Literacy opportunities:** Reading rule cards, labelling body maps, writing reflective sentences, match reports, sentence stems
- **Numeracy opportunities:** Counting, addition, measurement, statistics, heart rate calculations, recording scores

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; parallel pathways

4.6 Gym and Fitness Suite Adaptations

The programme can be delivered effectively in gym and fitness suite settings, providing a controlled, predictable environment for pupils who:

- Are easily overstimulated by open spaces or large groups
- Require individual or paired work before progressing to team games
- Need consistent, repetitive sensory input for regulation
- Benefit from resistance training and cardio equipment for proprioceptive input
- Are building confidence before engaging in team activities



4.7 Sports Offered (Examples — Adapted, Not Exhaustive)

The programme draws from a range of adapted sports, each chosen for its therapeutic focus and made accessible through key adaptations:



Sport	Therapeutic Focus	Key Adaptation
Football	Safety & self-regulation	No tackling, pass once, target mat
Rounders	Failure-free success	Tee strike, no outs, run one base
Basketball	Predictable low load	Walk only, no defending, lowered hoop
Netball	Joint attention	Hooped bibs, pass to colour, no interception
Tag Rugby (non-contact)	Sensory reward	Velcro tags, weighted mat try zone
Cricket	Turn-taking & waiting	Ramp bowling, wide bat, no wicket keeper
Athletics	Body awareness & self-pacing	Timed not raced, crash mats, personal best
Badminton	Racket progression & co-regulation	Balloon then shuttlecock, low net
Volleyball (adapted)	Team problem-solving	Catch & throw, keep ball up, effort points
Dance & Movement	Emotional expression	Scarves, mirrors, freeze dance
Multi-sport	Generalisation & choice	Pupil-led stations

4.8 Pupil Voice and Choice

The programme is responsive to pupils' needs, preferences, and voices — it adapts to the young person, not the other way around:

Aspect of Choice	How Pupil Voice Is Included
Setting preference	Pupils choose between team games or gym-based activities
Which sports?	Pupils vote on which sports to include each term
Weekly rules	Pupils vote on 1-2 rules for the adapted game
Roles	Pupils choose their role each week: player, coach, referee, scorekeeper, sensory supporter
Pause and exit	Pupils control their own pause-card use — no questions asked
End of term	Pupils choose which sport to repeat or which new sport to try next term

4.9 Example Delivery Models

Model	Description	Best For
12 different sports	One new sport each week	Pupils who enjoy novelty & variety
3-4 sports repeated	Same sports across 3-4 week blocks	Pupils who need routine & mastery
Hybrid model	Core sports plus occasional new ones	Most SEND groups
Gym-based	All sessions in fitness suite/gym	Pupils with sensory needs; those building confidence
Mixed	Gym sessions + team games	Developing progression from individual to group

5 Assessment, Monitoring and Reporting

5.1 The ARK Monitoring App

Central to the "Move, Regulate, Connect" curriculum is a purpose-built dynamic monitoring and analytics application that provides real-time, actionable intelligence for all stakeholders.

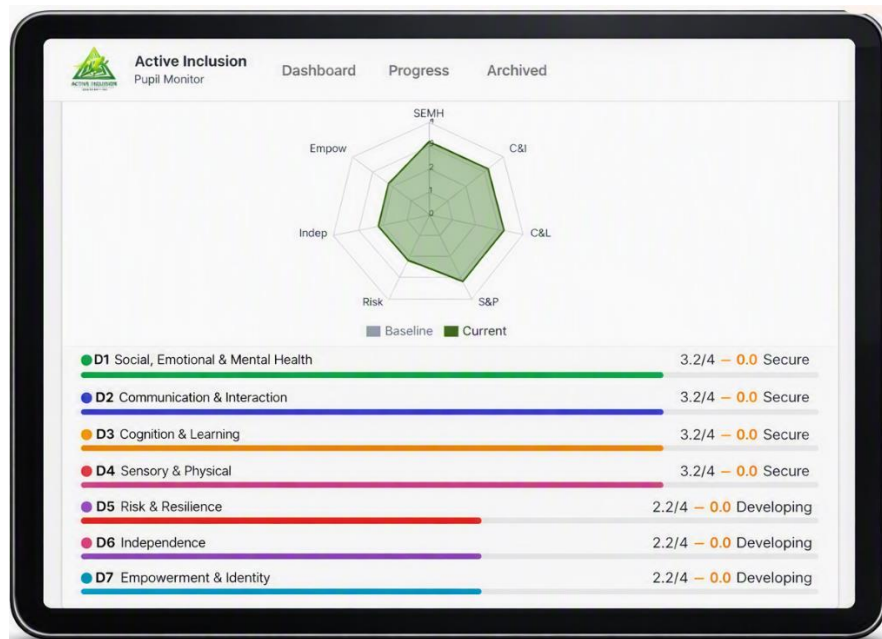


Figure 1: ARK Active Inclusion Monitoring App Dashboard – Real-time progress tracking across all SEND domains and with BDSE visualisation, accessible on tablet devices for use in any setting.

App Features

Feature	Description
Real-Time Progress Dashboards	Visual summary of competency development across all seven SEN domains, 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
Seven Domain Competency Tracking	All 35 indicators (5 criteria × 7 domains) 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

Feature	Description
Pupil Voice and Emotional Wellbeing Tracking	Systematic recording of the pupil's voice and emotional state throughout their journey
Stakeholder Observation Recording	Secure recording of observations from SEN facilitators, teachers, and care staff
Baseline and Exit Comparison	Clear evidence of progress from the start to the end of the programme
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	Week 1-2	Establish starting point, identify immediate needs, set initial goals
Progress Check 1	Week 6	Track progress in Dysregulation phase; identify emerging strengths
Progress Check 2	Week 9	Track progress in Exploration phase; adjust approach as needed
Exit/Transition Review	Week 12	Capture overall progress, identify ongoing support needs, inform transition planning

5.3 Reporting

The automated reporting system provides:

Report Feature	Description
Seven Domain Radar Diagram	Visual representation of scores across all seven SEN domains with BDSE gridlines (1-4)
SEND Area Radar Diagram	Visual representation of scores across the four SEND areas with BDSE gridlines (1-4)
Competency Scores Table	Numerical scores for each criterion with BDSE level and trend
Graduated Descriptors	Detailed BDSE level descriptors for each criterion with evidence



Figure 2: Example of an automated progress report generated by the ARK app, showing SEND Domains 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
- **Track EHCP outcomes** with clear evidence of progress across all seven SEN domains

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** — pupils access full-time education from Day 1
- **Literacy and numeracy progress** — tracked through integrated activities and baseline/exit comparison
- **Curriculum continuity** — maintained through alignment with national standards
- **EHCP outcomes** — ≥1 outcome per pupil, evidenced via BDSE

6.1.2 Wellbeing Outcomes

- **Improved emotional regulation** — pupils develop strategies to manage stress and frustration
- **Increased resilience** — protective factors and coping strategies are built
- **Enhanced self-efficacy** — pupils 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 48 hours); specialist SEN expertise; dynamic reporting for statutory accountability
Schools & Alternative Provisions	Comprehensive transition information; clear understanding of the child's strengths and needs; continuity of support
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

7.3 Whole-School Impact

Outcome	Anticipated Impact
PE / sport exclusions	Zero exclusions for the target group
Attendance on PE days	+10-20% attendance
EHCP outcomes	≥1 outcome per pupil, evidenced via BDSE
Ofsted evidence	Maps to SEND, behaviour, personal development & intent
PSHE statutory	Relationships, Health Ed & British Values delivered

7 Delivery Summary

Feature	Intensive	Extended	Reintegration Recovery
Frequency	2 sessions/week	1-2 sessions/week	1 session/week
Duration	12 weeks	12-20 weeks	10-20 weeks
Total Sessions	24	12-20	10-20
Session Length	Up to 2 hours	Up to 2 hours	Up to 2 hours
Best For	Emergency crisis placements; rapid stabilisation	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	Face-to-face	Face-to-face
Location	Gym/Sports Hall, Sports Field, or Multi-Purpose Room	Gym/Sports Hall, Sports Field, or Multi-Purpose Room	Gym/Sports Hall, Sports Field, or Multi-Purpose Room

8 Conclusion

The "Move, Regulate, Connect" curriculum provides a comprehensive, evidence-based response to the educational needs of the most vulnerable children and young people. Built on trauma-informed practice principles, the PSHE Association Programme of Study, the ARC framework, and a robust evidence base for trauma-informed physical activity, the programme delivers:

- **Immediate educational provision** — from Day 1 of placement
- **Trauma-informed support** — delivered by specialist SEN facilitators trained in relational practice
- **Flexible delivery** — with three pathways (Intensive, Extended, Reintegration) to meet individual needs and settings (team games or gym-based)
- **Dynamic monitoring** — through the ARK app, providing real-time data for commissioners and reporting against the seven SEN domains
- **Successful reintegration** — through comprehensive exit portfolios and transition recommendations
- **Holistic development** — delivering SEN, PSHE, numeracy, literacy, and physical activity in one integrated session

"The 'Move, Regulate, Connect' curriculum demonstrates that even short-term interventions can have lasting impact when they are built on a foundation of safety, relationship, evidence-based practice, and the power of physical activity."

9 Summary Statement

"Move, Regulate, Connect" is not a PE programme, a SEN intervention, a numeracy or literacy catch-up, or a PSHE scheme. It is all four — integrated.

- **Regulation before learning** — a dysregulated pupil can't access any curriculum
- **Sport as the hook** — movement engages, it doesn't punish
- **PSHE through sport** — emotions are easier to name when the body moves
- **Numeracy & literacy through sport** — meaningful, not abstract
- **Pupil voice at the centre** — they know what they enjoy and need
- **One BDSE framework** — simplicity, not another tracking system
- **Flexible delivery** — team games OR gym-based, whichever suits the pupil
- **Research-informed** — grounded in trauma-informed practice evidence
- **Seven domains** — comprehensive SEN coverage mapped to EHCP outcomes

When a Pupil...

- Uses their pause card instead of running out of the hall — **that is SEN progress.**
- Adds two scores without a worksheet — **that is numeracy progress.**
- Writes "We played football. I scored 2 goals." with a capital and full stop — **that is literacy progress.**
- Says "I feel frustrated" instead of hitting out — **that is PSHE progress.**
- Votes for football again because they love it — **that is pupil voice.**
- Completes a full session in the gym without dysregulation — **that is regulation progress.**

When all of this happens in one integrated session, with one member of staff, without a behaviour incident — that is the "Move, Regulate, Connect" approach.

This curriculum is designed to be a living document; adapt based on the needs of your cohort, staff expertise, and available resources. The journey from dysregulation to reintegration is not linear; celebrate every step of progress along the way.