



# Achievement for All

**Deputy Headteacher-** Mrs V Thompson-Boyle (BA, NASENDCo)

**Assistant Headteacher of Achievement for All:** Mr K Bourne (BA, NPQH, NPQSL)

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Miss L Rennie and Miss J Rawsthorn



# What is Achievement for All?

We are a department within school. Our role is to:

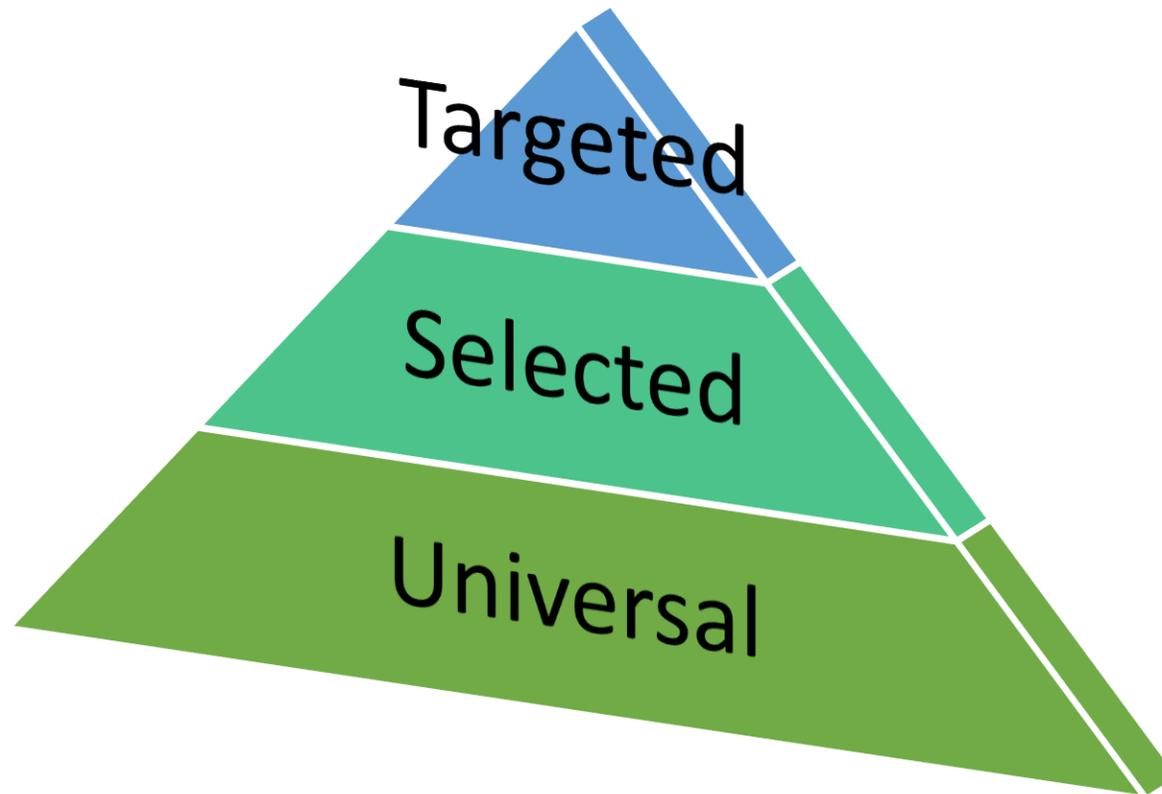
- Support those students with a barrier(s) to learning
- Know the students and we share information
- Liaise with parents and external agencies
- Provide in class support
- Provide intervention
- Review students needs
- Manage provision
- Support teachers with strategies and resources
- Promote adulthood and interdependence
- Upskill staff to ensure provision and barriers are supported

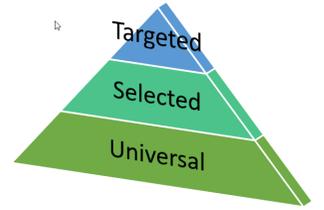
6:36 “Teachers are responsible and accountable for the progress and development of the pupils in their class” *SEND Code of Practice 2014*

“Staff understand the strengths and needs of each pupil” *Ofsted Supporting SEND 2021*



# What is the role of Achievement for All within the whole school?





# What is our Commitment?

Through faith vision and nurture we aim to:

- Provide a high quality, universal, ambitious curriculum for all students.
- Ensure students feel safe, happy and cared for
- Support all students to be all that they can be and all they are meant to be
- Prepare students for adulthood

Students should be “offered a curriculum that offers the same ambition as is what taught to their peers” *Ofsted Supporting SEND 2021*

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” *SEND Code of Practice 2014*



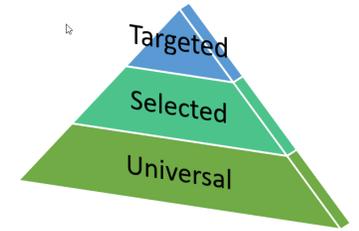
# Our Curriculum

- Students study 19 subjects
- Our curriculum offers breadth and depth of study to allow students ambition and aspiration
- Literacy, Speech and Language is embedded within our universal curriculum (fluency, word reading and automaticity, vocabulary, comprehension, the power write)
- Social and Emotional Wellbeing is embedded through our pastoral curriculum
- UAS curriculum allows us to develop students independence and measure progress against the 'non academics'
- The curriculum is supported by interventions (which do not remove from the classroom) such as homework club, pre and post learning tutoring.
- All students have an **entitlement**

“Missing chunks of lesson time without opportunities to access the same full curriculum as their peers has implications for those with SEND” *Ofsted Supporting SEND 2021*



# What is our school offer?



- All students in Year 7 will follow a full curriculum (19 subjects)
- All students will follow a language
- Mainstream classrooms
- A mainstream curriculum with mainstream facilities (no resource base/ 1700 students on site/ 9 buildings/ narrow corridors/ noisy and busy areas)
- Church of England School
- GCSE pathways and assessment
- To develop independence and prepare students for adulthood
- To deploy TAs using the independence model
- To ensure TAs support all students (not Velcro TAs)
- To ensure small steps of progress are celebrated
- All students have access to our extra curricular offer

As per the *Children and Families Act 2014*: we have been through a period of consultation with the local authority to ensure that the school offer fits the young persons needs.

“All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.... pupils with SEN and disabilities will be able to study the full national curriculum.” *SEND Code of Practice 2014*



# What does success and progress look like?



- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

*SEND Code of Practice 2014*



# All Teachers are Teachers of SEND- OPPS and Chronologies

THE BLUE COAT

## ONE PAGE PROFILE

Like and Admire (what people like and admire about me)

What people should know about me (including what is important to me and my aspirations)

What I find tricky or difficult

What would you like to have achieved by the age of 30?

XXXXX Strengths, Challenges and Barriers

How to ensure Quality First Teaching for XXXXX

- All students on the SEND register have an OPP and a chronology
- Ensuring person centred approaches
- Ensuring the voice of the student is heard
- Ensuring all staff understand the strength, barriers and challenges of the young person
- Ensuring all staff know how to ensure Quality First Teaching for each pupil
- Ensuring we have records of small steps of progress

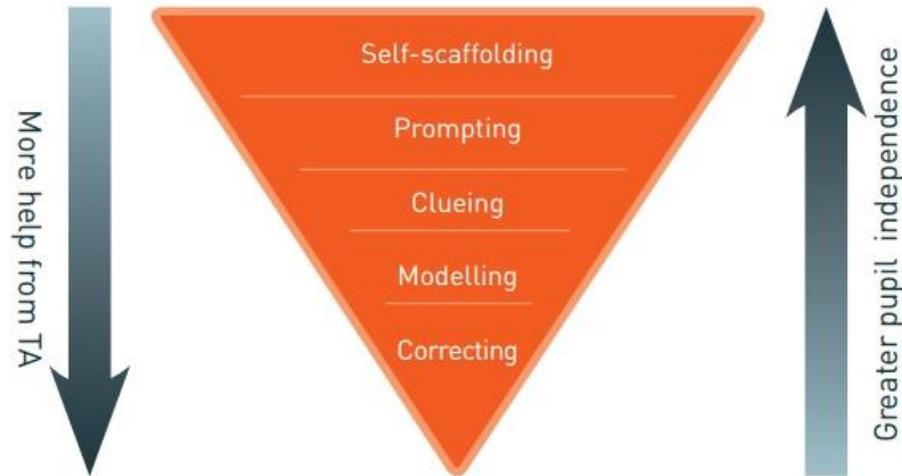
“Deep understanding of strengths and needs of each pupil, making clear and well-thought through adjustments to the curriculum and having his expectations for the outcomes they can achieve”

“tailored resources and adapted teaching”

“quality first teaching and responsibility for children’s needs” *Ofsted Supporting SEND 2021*



# Teaching Assistants and Learning Mentors



- Hours in an EHCP do not equate to the amount of hours a young person has a TA attached to them
- TAs are deployed departmentally
- TAs and Learning Mentors use the independence model to ensure the correct level and type of support is put in place
- TAs and Learning Mentors work with all young people
- Our TAs and Learning Mentors have expertise in different areas and are deployed using their expertise

“pupils receiving the most TA support made less progress than similar pupils who received little or no TA support”  
*Maximising the Impact of Teaching Assistants 2<sup>nd</sup> edition 2016*



# How are we different to primary schools?

- We have over 150 students on our SEND register
- We often have more than one student with similar needs at one time
- Pupils move from class to class
- Only EHCP students have annual reviews with the SENDCo
- Reviews and target setting take place three times a year (PPR) with the assigned keyworker TA (on top of universal reporting)
- Channels of communication are more structured

Mechanisms are in place for communication to allow for formal channels and informal processes to ensure collaboration with families. *Ofsted Supporting SEND 2021*

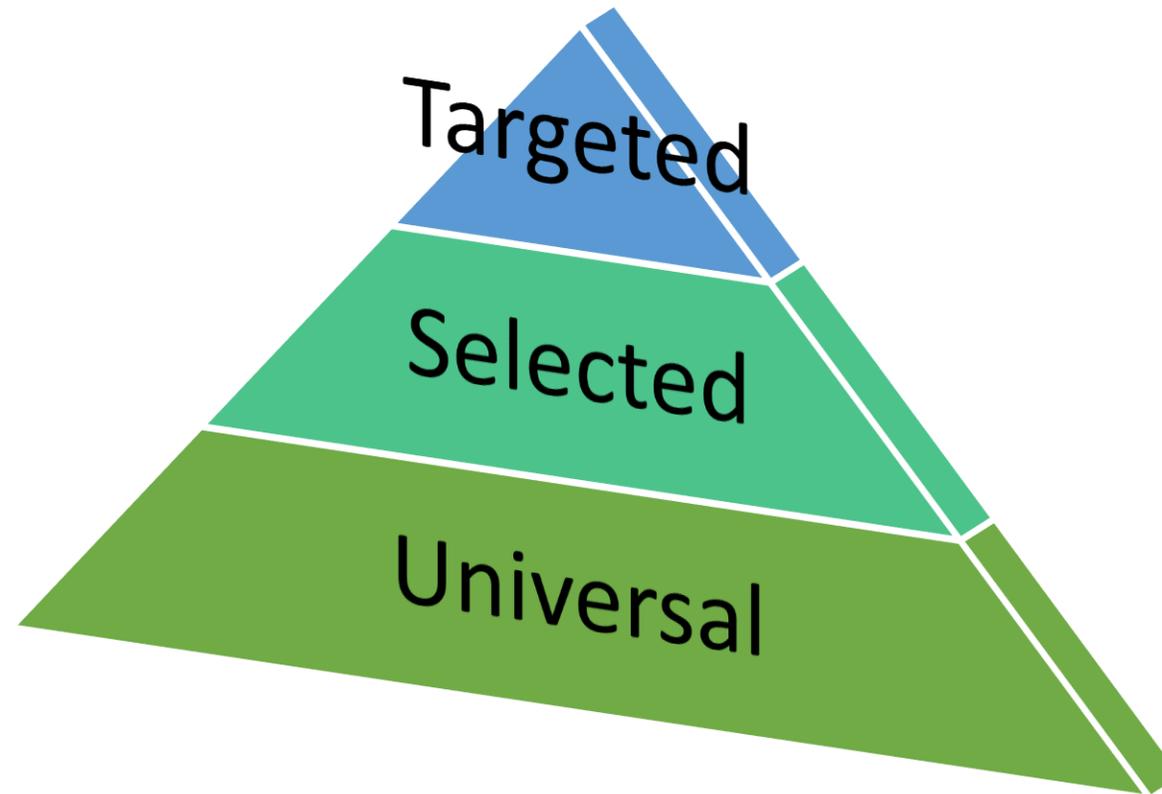


# Home School Relationships

Assistant Headteacher/  
SENDCo

Key worker/ HLTA/  
Learning Mentors

Student Services and Form  
Teacher



Mechanisms are in place for communication to allow for formal channels and informal processes to ensure collaboration with families. *Ofsted Supporting SEND 2021*



# Interventions, Curriculum and Provision

- All our interventions are baselined to ensure that we are able to measure small measures of progress
- We use AQA UAS interventions which allow us to deliver personalised interventions but also measure and celebrate progress as well as support literacy
- Provision is monitored as part of the assess, plan, do and review cycle
- Agencies are collaborated with to utilise their specialisms and ensure collaborative working

Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory Impairment	Speech, Language and Communication
Lexia Ruth Miskin Fresh Start Phonics Pre and Post Learning Touch Typing Study Skills Academic Reading Accelerated Reader	Social Stories Comic Strip Conversations Language for Behaviour and Emotions Emotional Regulation Nurture Group Team 7s Structured social times Behaviour Mapping Decompression	Assistive technology Mobility Training Liaison with the VI/ HI Team Braille lessons VI TAs Overlearning Access arrangements	Visual timetables Nurture Group Black Sheep Resources Time Out and exit strategies Social stories Talk About Communication Handbook Social Thinking

“The SENCO and class teacher, together with the specialists, and involving the pupil’s parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress.” *SEND Code of Practice 2014*



# Life Beyond the Classroom

Reasonable Adjustments mean all students have access to all universal opportunities beyond the classroom.

- Structured lunch time activities- Team 7s, Chess Club, Lego Club, Sports Clubs, Change for Life
- Inclusive trips- Year 8 European Trip, Tough Mudder
- Opportunities to develop life skills- Jamie Oliver cookery, travel training

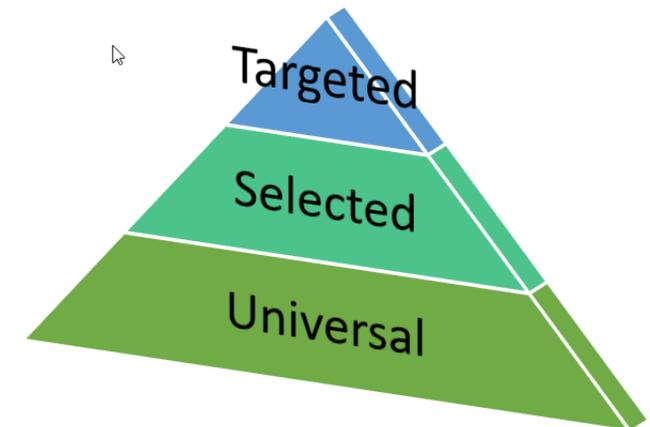
Those who thrive at school:

Access the full curriculum

Make progress

Are fully included in the wider life of their school

*Ofsted Supporting SEND 2021*





# The Transition Process

Attendance at  
Primary  
Reviews

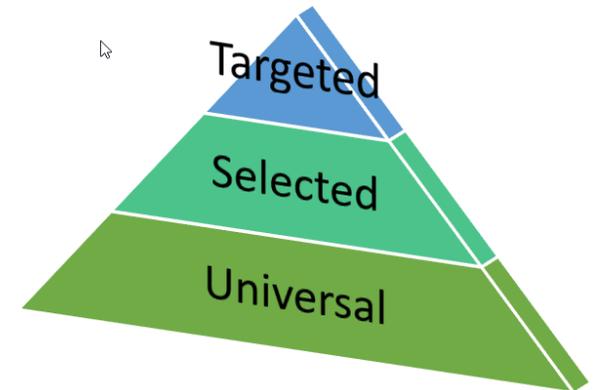
SEND  
Transition  
Mornings

Parent  
Meeting and  
Questionnaire

School  
Transition  
Meetings

Whole school  
Transition  
Evening

Whole school  
Transition  
Day





# What next?

Does our offer (curriculum and pastoral) meet the needs of your son/ daughter?

The Role of Parents/ Carers if a child has a SEND K need	The Role of parents and carers if the child has an EHCP
<ul style="list-style-type: none"><li>- Does our curriculum and classroom offer meet need?</li><li>- Have you compared our offer with the offer of others</li><li>- Discussions with primary school about Blue Coat's suitability.</li><li>- Ensuring that you meet the admissions criteria.</li></ul>	<ul style="list-style-type: none"><li>- Have you spoken to your EHCP officer about whether Blue Coat can meet need?</li><li>- Have you spoken to the EHCP officer about the consultation process. Blue Coat will consult on all places requested and will offer a truthful and honest response on whether we feel we can meet need.</li><li>- Does our curriculum and classroom offer meet need?</li><li>- Have you compared our offer with the offer of others</li><li>- Discussions with primary school about Blue Coat's suitability.</li></ul>