

Providing education for pupils in Key Stage 1 and 2 with SEMH needs



Ethos Academy Trust

Ethos Academy Trust formed in 2018, with a mission to create nurturing, inclusive learning communities. Founded by three highly successful alternative provisions in Kirklees, Ethos Academy Trust has since expanded to other local authorities, with a sustained focus on our specialism of pupils with wide-ranging social, emotional and mental health (SEMH) needs and other SEND.

To enable us to achieve our vision, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs. Underpinning our mission and vision are our core values:



Leading

with integrity

- Championing honesty and transparency
- Building trusting relationships



Encouraging

freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



Thinking

innovatively

- Finding creative solutions
- Meeting individual needs



Improving

continuously

- Raising standards
- Developing strong and effective leaders



Celebrating

achievement

- Improving academic progress
- Enriching personal development



Nurturing inclusive learning communities

Engage Academy

As a member of Ethos Academy Trust, Engage Academy is committed to building upon our track record of excellence through the development of high performing academies that deliver the very best educational experiences for pupils. We have a clear focus on raising standards, encouraging innovation and further strengthening the ethos, vision and values of the Trust to ensure that we have a positive impact on all our pupils, as recognised by Ofsted (Feb 2023) when our Good Judgement was reaffirmed:

Leaders have high expectations for pupils. Skilled staff enable pupils to re-focus on learning and develop positive school routines. Pupils are well supported to get back on track.

Pupils' personal development is noteworthy. It meets pupils' needs well.


Engage Academy is a well-established Key Stage 1 and 2 Alternative Provision (AP) Academy with a long-standing track record of achieving strong outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. All leaders and staff have a shared vision and an unwavering commitment to meet the academic and SEMH needs of all our pupils, providing excellent educational standards and pastoral support.

At Engage Academy we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the confidence and skills required to succeed in the next steps of their education.

We recognise that pupils may experience a wide range of social, emotional and mental health (SEMH) needs and may present themselves in a variety of ways. These may include becoming withdrawn or isolated from their friends and school life through to displaying challenging, disruptive or disturbing behaviours. For many pupils these behaviours may reflect underlying mental health needs and/or unmet safeguarding needs.

Our experienced staff team is skilled at working with pupils with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a pupil's needs are identified and met throughout their journey at Engage Academy by providing a curriculum which addresses academic and SEMH needs through quality first teaching and targeted interventions, preparing pupils for the next stage of their lives.





Engage Academy
is like my second
family.

Pupil



The Curriculum

The curriculum offer is broad, balanced and personalised to meet the needs of pupils with SEND and aligns with the national curriculum. It is flexible and regularly reviewed to ensure it meets the needs of all pupils to help them succeed in the next step of their education and beyond. It has been designed to address social disadvantage by addressing gaps in knowledge and skills and broadening pupils' experiences, re-igniting their desire to learn and supporting them to achieve academically.

Consideration is given to the development of the whole child: their intellectual, spiritual, emotional, social and physical development. The curriculum is delivered through engaging and creative teaching to promote curiosity, active participation and the development of pupils' own unique, creative responses. Pupils study a core curriculum of English, maths and science, at an appropriate level, alongside other curriculum subjects and personalised pathways that are designed to support pupils' individual needs.

Curriculum Intent →



Vision	Nurturing Inclusive Learning Communities					
Aim	To create an environment where children develop a love of learning enabling them to enjoy and flourish in life.					
Our Curriculum is underpinned by the 6 nurture principles	The classroom offers a safe base	Children's learning is understood developmentally	Transitions are significant to the lives of children	Nurture is important for the development of wellbeing	Language is understood as a vital means of communication	All behaviour is communication
	Leading with Integrity		Thinking Innovatively		Encouraging Freedom and Responsibility	
	Help pupils to gain an appreciation of long-term commitments that frame a successful and fulfilled life – family, relationships, local community and faith.	Provide stimulating and engaging learning opportunities to meet the needs of individual pupils and support academic progress.	Help pupils to have the ability to be motivated by short term and long term goals by developing motivation, resilience and capacity to manage challenges, transitions and other difficulties confidently.	Encourage pupils to develop respect, resilience and a positive attitudes towards themselves and others.	Expand pupils' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility by introducing them to the best that has been thought and said.	Celebrating Achievement
Our Curriculum is designed to:						
	Promote a sense of pride, belonging and identity to support pupils in taking ownership of their learning and personal development.	Enable pupils to work towards SEMH targets identified through Boxall and specific targets identified in EHCPs.	Support pupils to improve their attainment, progress, knowledge and confidence within maths, reading and all aspects of literacy across the curriculum equipping them to meet future aspirations.	Ensure pupils feel safe and understand how to stay safe by having highly effective safeguarding procedures, making links with external partners to prepare and maintain safety throughout education.	Give pupils opportunities to explore and express their character to learn positive moral attributes like courage, honesty, generosity, integrity and humility which helps to build the skills they need to become responsible citizens within their communities and the wider world.	Make transitions a positive and celebratory period through carefully planned and highly personalised support packages.
	Develop pupils' self confidence in social situations, empowering them to share their views and listen attentively to the views of others, displaying good manners and respect.	Use the highly personalised knowledge of pupils and the well-developed relationships to support pupils wide range of differing needs with creativity and flexibility whilst allowing them to explore their strengths and ambitions.	Develop life skills and raise self-esteem through high quality personal development.			

Implementation

Teaching is based on the starting points of all pupils to ensure prior learning is built upon and gaps in skills and knowledge are fully addressed.	Teachers have a deep understanding of content knowledge and teaching pedagogy which is successfully translated into high quality classroom practice.	Teachers use formative assessment to immediately address misconceptions and provide timely, rapid intervention to ensure progress within lessons.	Staff foster strong, positive working partnerships with pupils and key stakeholders, especially parents and carers to develop a unified approach to learning and personal development.	Staff develop positive, safe, trusting relationships with pupils to encourage pupils to develop similar relationships with their peers.
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Long term plans identify and map out the topics that pupils will study and identify the sequential skills to be developed alongside knowledge acquisition. Below outlines the curriculum coverage for all pupils:

English	Maths	Read, Write Inc phonics	RE	Design and Technology
Dance / Drama / Music	Foreign Languages	Forest Skills	Science	Computing
Art	Geography	PSHE	History	

The curriculum is designed to maximise learning and personal development opportunities, with all aspects of structured and unstructured times carefully planned to include:

- Interventions to support pupils SEMH needs
- Development of speaking and listening skills through focused discussion sessions and personalised interventions
- Fine and gross motor skills development
- Visiting local community settings to develop social skills and improve awareness of the wider world

Impact

Progress towards maths, reading and writing objectives (KPI)	Improved standardised age scores	Pupils successfully transition to next placement	Progress towards readiness to learn trackers
Improvement in Attendance – Value Added (KPI)	Boxall data to show non-academic progress	Progress towards EHCP targets (EHCP outcomes tracker)	Marking and feedback used effectively to support learning
Celebrating achievements through rewards and awards	Reduction in behaviour incidents	Progress towards Responsible citizen criteria	Parental Engagement

Personal Development and Preparation for Adulthood

Our commitment to life-long learning is ambitious for all pupils, supporting aspirational pathways and experiences that develop their understanding of life beyond Engage Academy, including highly successful personalised transitions to the next step on their educational journey. We are dedicated to raising aspirations, challenging stereotypes and inspiring pupils to achieve their full potential.



Thank you for everything you have done for You are a truly, wonderful, caring school that makes a huge difference to the lives of all the children who are blessed to be able to attend.

Parent

SMSC Development

Pupils' spiritual, moral, social and cultural development is actively promoted which equips them with the necessary skills and understanding to become thoughtful, considerate and active citizens in the academy and modern-day Britain. Pupils contribute to regular planned and delivered lessons focusing on key themes on the SMSC and Citizenship calendar. An independent audit and verification of the academy's SMSC provision resulted in the prestigious National SMSC Quality Mark at Gold level in 2021.

Developing character comes from our curriculum offer and all aspects of school life including educational visits, extra-curricular offerings, external visitors, school council and themed/charity days. Through these opportunities, pupils become more confident, resilient and independent both in the academy and modern Britain.

The personal development curriculum and the academy's wider work support pupils to develop holistically and to lead healthy and active lifestyles, helping them to know how to keep physically and mentally well. We see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community.

As well as actively promoting these values to our pupils, we embed them into lessons across all curriculum areas. This ensures that pupils understand the importance of British Values, so they can thrive in modern Britain as responsible citizens.

The personal development curriculum and our wider work promote the equality of opportunity and diversity. The curriculum gives pupils the chance to experience and engage with views, beliefs and opinions that are different from their own. The personal development curriculum explicitly teaches about protected characteristics and that no forms of discrimination are tolerated. We fundamentally believe that all pupils should be given opportunities which extend beyond their academic offer to enable them to become confident, resilient members of their community who engage positively with wider society.



Social, Emotional and Mental Health

At Engage Academy, we recognise that all children and young people need a solid foundation of positive social, emotional and mental health to benefit fully from all of the opportunities that are available to them. We provide opportunities for our pupils to be resilient and mentally healthy so that they can succeed in all aspects of their life.

As a staff team, we track and monitor each pupil's SEMH needs and progress and provide a curriculum that is bespoke to them. We believe that teaching SEMH skills improves academic outcomes, keeps children safe and improves the mental wellbeing of pupils.

Leaders and staff work tirelessly to create a safe, calm and positive nurturing environment so that pupils can learn and thrive. Classrooms are carefully designed to meet the needs of pupils with SEMH needs and to follow the principles of nurture in creating a 'safe base'. Engage Academy has high expectations in relation to behaviour; these expectations are applied consistently and fairly by the staff team to provide strong working relationships, built upon shared values, mutual respect and trust. This leads to pupils feeling safe, well supported and valued as individuals, allowing them to flourish both academically and socially.

Engage Academy staff recognise that 'all behaviour is communication' and live by this fundamental principle of nurture. Behaviours are recognised and understood as a social, emotional or mental health need and; therefore, through the highly effective assessment of individual need, pupils are supported to understand their behaviours and develop strategies to overcome them. SEMH Progress is tracked, monitored and analysed using the Boxall Profile to assess, identify and address children's social, emotional and behavioural development across the whole setting. We use the two-part checklist, which is completed by staff (and, where appropriate, wider stakeholders) who know the child best, to identify the levels of skills they possess to access learning. This enables us to ensure that every child gets the support they need to fully engage with their education and thrive.

All pupils have access to personalised interventions, which are carefully planned in line with their identified SEMH needs, delivered by highly trained pastoral staff following consultations with the SENDCo and Designated Safeguarding Lead (DSL). Formal progress towards all targets is shared on a termly basis with parents and carers, alongside regular informal updates from key staff to ensure they feel informed and to foster positive relationships.



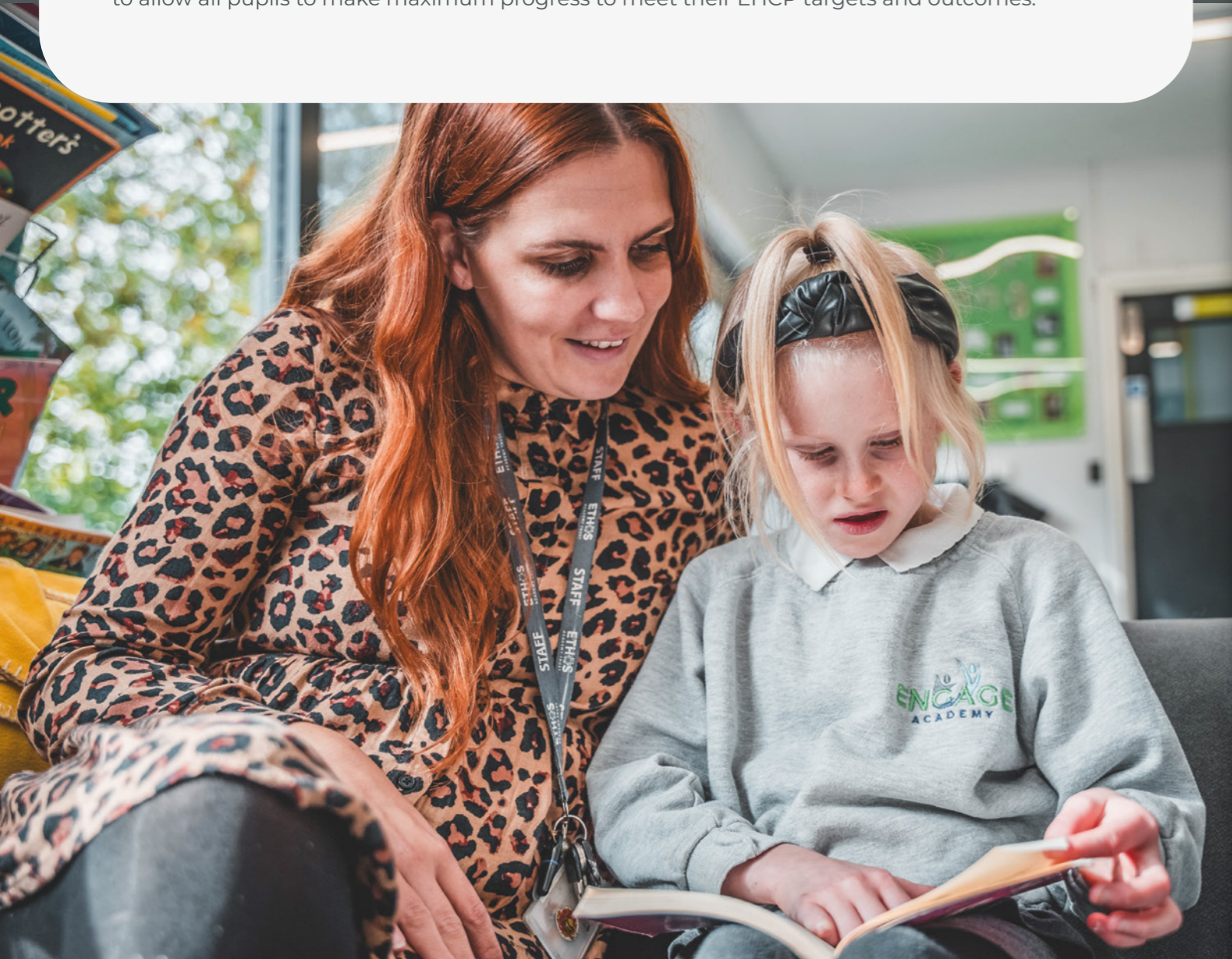
Pupil Progress

Individual EHCPs are studied in detail to identify targets and outcomes to be met by the end of Key Stage 1/2. Teachers use the targets and recommended strategies to meticulously plan highly effective lessons that promote rapid academic and SEMH progress and allow pupils to embed learning into the long-term memory, improving attainment. Support staff are also aware of the targets and use strategies to support individuals to make the progress necessary to meet their targets and improve attainment in lessons. Staff use verbal and written feedback to share successes and immediate targets for improvement, alongside summative and formative assessments to track progress and attainment.

Academic progress data is formally collected three times per year. This data helps to inform any modifications needed in the curriculum and allows staff to put timely and effective intervention in place to ensure both academic and SEMH progress is made at pace.

Half termly staff meetings are held to discuss progress towards targets. New SMART targets are set for the next half term, along with different strategies and adaptations needed to meet these targets. Progress towards EHCP targets is recorded on an EHCP outcomes tracker and leaders use this information, in conjunction with academic data and Boxall Profile data, to ensure the curriculum is accessible and promotes academic and SEMH progress and attainment for all.

Annual EHCP reviews are held to monitor and track progress towards targets and amend provision, support and targets where necessary. Quality assurance processes in relation to the curriculum allow leaders to ensure that adaptations and strategies are effectively implemented to allow all pupils to make maximum progress to meet their EHCP targets and outcomes.



Outcomes

All pupils that attend Engage Academy have the opportunity to access statutory testing, if appropriate for them to do so, including Phonics Screening, Multiplication check and KS2 SATs. 75% of all pupils attending Engage Academy in 22/23 accessed the statutory assessments demonstrating an increase in resilience and self confidence since arriving with us.

Whilst pupils are at Engage we take a holistic view of progress. We set aspirational targets for pupils' academic, SEMH and attendance progress taking into account their individual needs and starting points. This then informs our approach to the curriculum and which groups pupils are placed in. All achievements are celebrated and pupils' progress in all areas is collated to demonstrate holistic progress.

2022/23 Holistic Pupil Progress

71%

In 2022/23, holistic progress shows that 71% of pupils made more than expected progress in line with their aspirational targets.

	Autumn 2022	Spring 2023	Summer 2023	
Pupils Making Holistic Progress according to strand	Some progress	18%	11%	6%
	At least expected	64%	82%	90%
	More than expected	23%	57%	71%



We are a 'good' school

→ We're here to help our pupils progress academically but, most importantly, personally and emotionally.

Our Support.

"Pupils' personal development is noteworthy."

-Ofsted 2023



Our Expectations.

"Leaders have high expectations for pupils."

-Ofsted 2023



← We're thrilled to have received such incredible feedback from Ofsted.

→ The needs of our pupils is incredibly important to us and it's something that Ofsted were quick to identify.

Our Focus.

"The school is inclusive. It is supportive of pupils' individual needs."

-Ofsted 2023



Our Curriculum.

"Leaders have developed a curriculum that meets the needs of pupils well."

-Ofsted 2023

← We are proud of the quality of our provision, which includes our fantastic curriculum.





Nurturing inclusive learning communities

You can find more information on our websites:



eat.uk.com



engageacademy.uk.com

If you would like more information or to discuss placements please contact Alison Ward, Headteacher on:



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