

Providing education for pupils in Key Stage 3 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

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities

Reach Academy

As a member of Ethos Academy Trust, Reach 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 pupil, as recognised by Ofsted (Feb 2023) when our Good Judgement was reaffirmed:

Pupils' abilities are accurately assessed when they arrive. They are then placed on an educational pathway which is designed to meet both their educational and social and emotional needs.

Leaders and staff are ambitious that pupils will be successful learners during their time in school.

Pupils quickly learn that staff are on their team and trusting relationships between staff and pupils flourish. These close relationships help pupils learn as well as understand how to successfully manage their behaviour.

Reach Academy is a well-established Key Stage 3 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 Reach 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 are 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 Reach 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.

“I really appreciate the support and time that all staff give to my child, it has made all the difference to them.”

Parent



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 ensure the delivery of a personalised, nurturing curriculum to re-engage pupils with their learning, achieve positive outcomes and enable them to become confident, responsible young people within school and their wider communities.					
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
Core Values	Leading with Integrity		Thinking Innovatively		Improving continuously	
Our Curriculum is designed to:	Empower pupils to have the self-confidence and belief to become independent learners who take ownership of their educational pathway.	Allow pupils to engage in personalised learning opportunities that positively re-engage and support their personal development needs.	Enable pupils to be motivated by short term targets that will support their achievement and progress.	Encourage pupils to develop respect, resilience and a positive attitude towards themselves and others.	Celebrating Achievement	
	Provide pupils with the opportunity to take responsibility within the school environment and their local communities.	Provide pupils with the opportunity to explore their strengths and preferences, within school and the wider world to promote ambition and motivate them to achieve positive outcomes.	Support pupils to set longer term goals within Reach Academy and beyond and help them to set a clear pathway towards achieving them.	Support pupils to develop their self-esteem and exploration of their own moral attributes including honesty, tolerance, respect and humility.	Allow pupils to experience success in all aspects of school life and develop the confidence to translate this success into positive outcomes beyond Reach Academy.	
	Enable pupils to develop their own identity and sense of belonging, empowering them to become responsible citizens in the school and wider communities.	Promote creative thinking and problem solving, to enable pupils to build their confidence and skill set to overcome academic and personal challenges.	Develop pupils' resilience and independence as a learner, to support them on their educational journey.	Highlight the importance of all aspects of safeguarding to empower pupils to make safe life choices and utilise the skills and knowledge of external partners to maintain their safety in and out of school.	Celebrate achievements at all levels through appropriate, personalised reward systems that strive for high expectations.	
	Enable pupils to develop their own identity and sense of belonging, empowering them to become responsible citizens in the school and wider communities.	Promote creative thinking and problem solving, to enable pupils to build their confidence and skill set to overcome academic and personal challenges.	Develop pupils' resilience and independence as a learner, to support them on their educational journey.	Highlight the importance of all aspects of safeguarding to empower pupils to make safe life choices and utilise the skills and knowledge of external partners to maintain their safety in and out of school.	Make transitions a positive and celebratory period through carefully planned and highly personalised support packages.	

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, current 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 and encourage pupils to develop similar relationships with their peers.
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The curriculum is designed to maximise learning and personal development opportunities for all pupils. Subject specific intent statements and long-term plans identify the focus of key knowledge and skill development within each curriculum area. Below outlines the breadth of curriculum offer for all pupils.

Curriculum subjects		Wider curriculum offer		
English	PSHE inc RSE	Cooking and life skills	Enterprise opportunities	
Maths	PE/Health and Fitness	Careers	Computing with a focus on skill development and coding	
Science	Art	Forest school/ Horticulture /outdoor learning	Personalised interventions	
Cooking	Music	Transitional support projects	Personal development and enrichment opportunities	

Impact

Attendance	Attendance and SEMH	Stakeholders	Evidence based
Progress and attainment in all subjects	Improvement in attendance – value added (KPI)	Support received from external agencies	Celebrating achievements through awards and rewards -personalised and whole group
Improved standardised age scores and KPIs for maths and English	Boxall data to show non-academic progress	Pupil observations /pupil voice/parent voice	Progress towards EHCP/MSP outcomes
Marking and feedback used effectively to support learning	Reduction in behaviour incidents	Increased parental engagement	Legacy data to show success back in mainstream schools

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 Reach 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. We are committed to meeting our statutory duty to provide pupils with high quality, impartial and inspirational Careers Education, Information, Advice and Guidance (CEIAG) to help pupils make informed choices about options regarding post-16 pathways. We work in partnership with external careers providers to ensure that every Year 9 pupil receives appropriate CEIAG support. In addition, our dedicated Careers leader provides opportunities for pupils to engage in a robust and engaging career offer which encourages high aspirations. In line with the Baker clause, pupils receive input from local providers of education, employment and training, bringing careers opportunities to life for young people, in order to empower them to make informed decisions about next steps and long-term aspirations. This approach includes visits from colleges and other training providers, visits from and to local businesses and other partners.



“I really like how all the staff are calm and patient with me.”

Pupil

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.

Developing character comes from our curriculum offer and all aspects of school life including educational visits, extra-curricular offerings, external visitors, school council, careers education 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 Reach Academy, we recognise that all pupils 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'. Reach 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.

Reach 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 pupils' 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 young person best, to identify the levels of skills they possess to access learning. This enables us to ensure that every child and young person 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 3. 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

At Reach Academy, 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. All achievements are celebrated and pupils' progress in all areas are collated to demonstrate holistic progress.

2022/23 Holistic Pupil Progress

	At least expected progress	Accelerated progress
Overall Progress	91.2%	26.5%



We are a 'good' school

→
"Staff, leaders, and the school dog greet pupils each morning. A cheerful 'hello' helps them to relax and put the issues they have faced behind them."

We are a
'Good' school.

"Greeting each day with a cheerful 'hello', a kind word, and one-on-one support."

-Ofsted 2023



We are a
'Good' school.

"Pupils' abilities are accurately assessed when they arrive. They are placed on an educational pathway designed to meet their educational, social, and emotional needs."

-Ofsted 2023



←
Our curriculum is tailor-made to meet the needs of our pupils and support them through a bespoke educational pathway, designed to best manage their emotions.

We are a
'Good' school.

"The intensive support enables pupils to learn how to manage their behaviour and make a successful return to their mainstream school."

-Ofsted 2023



We are a
'Good' school.

"Coming to school makes pupils feel safe."

-Ofsted 2023

←
"Safeguarding practice within the school is exceptional. School leaders know the circumstances and needs of pupils."





Nurturing inclusive learning communities

You can find more information on our websites:



eat.uk.com



reachacademy.uk.com

If you would like more information or to discuss placements please contact the office on:



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