

Acklam Grange School

Preparing our students for life in modern Britain



ARC Services



Achievement, Reintegration
& Care Services

A founding partner of



The
Legacy
Learning
Trust



Key Principles of ARC

Preventing and removing barriers to learning to ensure our students are healthy, happy and resilient is at the root of everything we do at Acklam Grange School. ARC delivers both universal services and personalised support packages to students before, during and after their time with us. In the increasingly difficult climate of education, we want to ensure our school remains a caring and supporting environment, which is also a pleasant place to study; ensuring students leave us with the appropriate skills, values, experience and qualifications to succeed in modern Britain.

ARC Services promote equality and values diversity, acknowledging that all students, regardless of background or ability, are likely to require support of varying natures throughout their schooling. The support they require may be academic, social, emotional or behavioural; or indeed a combination of such.

Identification - In order for students to receive the appropriate support for their needs, swift and accurate identification of needs is required.

Communication - Staff at all levels require appropriate knowledge about the needs of the students with whom they work, to enable effective working relationships and support.

Provision - Students must have access to the best provision for their individual needs. We strive to ensure in-house services are well planned and optimise the skills of our staff. We also work closely with a wide variety of third party, professional services when needs require a more specialist approach.

Respect - All students and their families are entitled to respect and their views taken into account at all levels.

Diversity - Every member of our community is different and deserves recognition for their individuality. We are privileged to have such a wide range of backgrounds, cultures and faiths within our school community and advocate that true inclusion is only possible when such diversity is positively acknowledged and celebrated.

Balance - Students are entitled to a broad and balanced curriculum. We recognise that to achieve this, additional advice, support and resources may be necessary in order for success within the mainstream curriculum.

Accountability - All teachers are teachers of students with additional needs and/or with SEND, identifying a whole school responsibility for ARC.

The service we offer

Relate

Child Protection
And Student Welfare

Advance

KS4 Support

Select

Special Educational
Needs Provision

Connect

KS3 and
EAL Support

Behaviour Management and External Provision

Supporting Positive
Student Conduct

Careers

Pastoral and Attendance

AGS Families
Supporting Everyday

Admissions

Welcoming
Newcomers to AGS

Oakland Hub



ARC Services

Advance

Ensuring targeted support for students on their journey to secure the knowledge, skills and qualifications necessary for future success and improved life chances:

- Years 10-11 subject specific support
- Alternative or additional qualifications
- CEIAG (Careers Education Information, Advice and Guidance)
- Alternative provision (external)
- Transition (KS2-3 KS3-4)
- Personalisation of curriculum
- Key academic worker
- Exam preparation support

Connect

Providing additional support to accelerate the progress of students at Years 7-9, securing any gaps in knowledge and building upon the skills required for the new curriculum:

- Literacy (Writing Intervention)
- Reading Intervention
- Catch- up numeracy
- Transition (KS2-3 KS3-4)
- Reading intervention - Reciprocal Reading
- Lexia Power Up program

Relate

To promote emotional wellbeing and resilience, there is a range of 1 to 1 and small group workshops available, for example: Confidence Building, Friendships, Daily Routines and Healthy Lifestyles.

Promoting positive emotional and social wellbeing and mental health, through a universal offer to all and targeted support for the most vulnerable:

- Child protection
- Safeguarding
- CLA provision (Children who are Looked After)
- PLC (Personalised Learning Centre)
- Key worker allocation
- Workshop activities to support social and emotional well-being and mental health
- Counselling
- Family outreach work
- Multi agency coordination
- Anti-bullying
- School dog
- Family Nurturing and Talking Teams parenting support

Select

Ensuring coordinated support for all students with SEN and EAL, to ensure progress meets or exceeds expectations:

- Coordination and deployment of TAs and HLTAs
- Staff training
- ASD Provision coordination (Autistic Spectrum Disorder)
- Need specific interventions (HIP, dyslexia, speech & language, ASD)
- Nurture curriculum provision





ARC Services

Attendance Team

Good attendance ensures students reach their full potential, both academically and socially, leading to positive life chances in the future. Developing habits of good attendance and punctuality is vitally important for students to develop independence and self-management skills, and also to improve life chances in further education and employment.

The Attendance Team will:

- Receive your calls when your child is ill or unable to attend
- Give advice and guidance regarding attendance procedures
- Notify you if your child is not present in school
- Undertake supportive visits to your family home to ensure a smooth transition back to school following an absence

Admissions and Appeals

Ensuring a smooth transition to and from Acklam Grange:

- Coordination of Y6-Y7 transition
- Arranging transfers into and from Acklam Grange mid-year
- Ensuring appeals for places at AGS are heard by an independent panel
- Coordination of Managed Transfers to and from Acklam Grange

Behaviour and Attitudes Team

Promoting positive emotional and social wellbeing and mental health through a universal offer to all and targeted support for the most vulnerable.

The principles by which we want all members of our school community to live by are:

- Respect yourself
- Respect others
- Respect the community

Expectations for our students are high and focus on reinforcing positive behaviour first:

- PSA allocated to all year groups to intervene, support and facilitate restorative conversations
- Reflect provides a space for students to take time-out and 'reflect' upon their behaviour and support reintegration back to mainstream lessons.
- Behaviour modification lessons provide students with intensive support for specific behaviours
- Discovery – Off site, intensive behaviour modification programme for KS3 students to re-engage in mainstream provision
- Resolution – Offsite provision for KS4 students, offering a full curriculum for students who are more suited to a smaller setting and higher staff to student ratios
- Personalisation of timetables and restorative practice leads

Student Leadership



Mary
Butterwick



Stanley
Hollis



Emmeline
Pankhurst



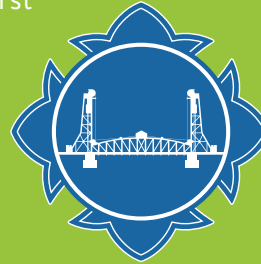
Sir Hugh
Bell



Gertrude
Bell



Malala
Yousafzai



Sir Arthur
Dorman

We believe that every child deserves to be noticed and cared for by adults who know them well. When joining our pastoral families, students access:

- A horizontal tutor family to check-in each morning
- A Year Leader and Assistant Year Leader to provide support, advice and guidance through the Year Team and also through the assembly programme
- PSA support throughout the day to resolve student queries and concerns
- A vertical house family structure to provide opportunities for cross curricular and cross year group work

Pastoral Families



Rosa
Parks



Mahatma
Gandhi



Nelson
Mandela



William
Shakespeare



Sir David
Attenborough



JK
Rowling



Martin Luther
King



Marie
Curie



Diana,
Princess of Wales



Florence
Nightingale



Captain James
Cook



Stephen
Hawking

Outcomes

Team Leaders meet regularly with the Deputy Headteacher responsible for ARC to consider students most in need. These students are then discussed at regular 'ARC Forums,' bringing together key professionals from the Attendance, Behaviour and Pastoral teams. The power of regular and informed dialogue ensures fast and effective action for students, with interventions closely monitored for impact.

Outcomes for students

The ARC model has been developed with student needs at its core. As a dynamic structure, constant review and development is expected to maintain appropriate services for changing student dynamics. The layered outcomes we expect from ARC are as follows:

Primary Outcomes

- Early identification of additional needs
- Faster referral and access to appropriate interventions
- Increased parental engagement and support for parents
- Access to quality services
- A reduction in need for longer-term or more specialist services

Secondary Outcomes

- A happy and healthy student body
- Improved attendance
- Reduced exclusions
- Reduced behaviour interventions
- Improved achievement and engagement in education



Glossary

ARC Services	Achievement, Reintegration and Care Services
ASD	Autistic Spectrum Disorder
CEIAG	Careers, Education, Information, Advice & Guidance
EAL	English as an Additional Language
HIP	Hearing Impaired
HLTA	Higher Level Teaching Assistant
CLA	Children who are Looked After
PLC	Personalised Learning Centre
PP	Pupil Premium
PSA	Pastoral Support Assistant
PSP	Personalised Support Programme
SEN	Special Educational Needs
SENDCO	Special Educational Needs and Disabilities Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant



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