

Acklam Grange School

Preparing our students for life in modern Britain



ARC Services
ARC

Achievement, Reintegration
& Care Services

A founding partner of



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

Lead Assistant Headteacher

SEND

Lead SENCo
SENCo
HLTAs
TAs

Deputy Headteacher

Off-Site Team

Off Site Provision Manager
Off Site Provision Leads (Latitude)
Off Site Support Assistants

Assistant Headteachers

PLC/Advance

ARC Intervention Coordinator
Academic Intervention Coordinator
EAL Coordinator
ARC Intervention Assistant
Apprentice

Student Welfare Team

Student Welfare Manager
Student Welfare Officers
First Aid and Welfare Officer
Student Welfare and SEND Assistant
School Therapy Dog

Inclusion Manager

Student Support Team

Student Support Year
Manager Leaders
Assistant Year Leaders
Student Support Assistants
Tutors

Attendance Team

Education Welfare Officer
Attendance Officer
Attendance Admin Clerk

Oakland Hub

SENCo/Oakland Hub Lead/ARC Lead
Lead HLTAs
Teaching Assistants

CEIAG Team

Careers lead
Careers Assistant

Front of House Admin Staff

Personal Development Lead

Student Services



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
- CEIAG (Careers Education Information, Advice and Guidance)
- 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

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:

- Student Welfare Team
- 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
- Family outreach work
- Multi agency coordination
- Anti-bullying
- School dog
- Family Nurturing and Talking Teams parenting support
- Transition (KS2-3 KS3-4)
- Medicines in School
- Thrive Support
- Zones of Regulation 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 HLTA
- Staff training
- Specific interventions (HIP, dyslexia, speech & language, ASD)
- Nurture curriculum provision
- Oakland Hub (Autism High Needs 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

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:

- (SSA) Student Support Assistant working across 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
- Intervention sessions provide students with intensive support for specific behaviours
- Latitude - Latitude is a positive intervention programme for pupils in Key Stage 3 who are experiencing difficulties engaging in mainstream education
- 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
- Thrive - Thrive is a programme designed to support the social and emotional development of children and young people
- Personalisation of timetables and restorative practice leads
- Focus on rewards and praise

Pastoral Families



Ash



Birch



Maple



Willow

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
- SSA 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



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
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
PSP	Personalised Support Programme
SEN	Special Educational Needs
SENDCO	Special Educational Needs and Disabilities Coordinator
SLT	Senior Leadership Team
SSA	Student Support Assistant
TA	Teaching Assistant



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