

## Advance, Accelerate, Achieve Policy (Local)

<b>Domain of application</b>	<b>Winton Community Academy</b>
<b>Review cycle</b>	One year
<b>Approved by</b>	R Clark - Principal
<b>Date of last review</b>	March 2025
<b>Date of next review</b>	March 2026

**1. Introduction** At Winton Community Academy, we are committed to supporting the emotional, social, and academic development of all our pupils. Our Advance (Year 7), Accelerate (Year 8), and Achieve (Year 9) provisions offer a safe, structured, and supportive environment for children who require additional help to build confidence, resilience, and essential life skills. This policy outlines the aims, structure, and approach of these provisions.

It is important to note that this provision is not a long-term solution or an alternative provision. It remains an integral part of our mainstream setting, designed to support pupils in overcoming barriers to learning so they can successfully reintegrate into full-time mainstream lessons.

**2. Aims of the Provision** Our Advance, Accelerate, and Achieve provisions aim to:

- Support children to develop positive relationships with peers and adults.
- Improve self-esteem, confidence, and emotional wellbeing.
- Develop social and communication skills.
- Support pupils in understanding and managing their emotions.
- Reinforce positive behaviour strategies and improve engagement with learning.
- Bridge the gap between home and school.
- Helps students become secondary ready and improve independence.

**3. Identification and Referral** Pupils may be referred to the provision through:

- Teacher or staff referrals.
- SENCO (Special Educational Needs Coordinator) assessment.
- External agency recommendations. Each referral is carefully considered, and support is tailored to the pupil's individual needs. The final decision regarding placement in the provision lies with the SENCO.
- Parents cannot request that their child is placed in this provision.

Examples of reasons a student may be placed in this provision include:

- Significant difficulties with literacy or numeracy that prevent access to mainstream lessons.
- Complex communication and interaction needs that impact learning.
- Sensory processing difficulties that prevent engagement in a typical classroom environment.
- Gaps in foundational learning skills that require targeted, short-term intervention.

It is important to stress that this provision is specifically for pupils who cannot access their learning due to a clear learning need. It is not suitable for pupils who experience general anxiety, low confidence, or emotional distress without an underlying barrier to learning. Pupils with such needs will be supported through other appropriate means within our pastoral care framework.

Examples of situations where the provision is **not** suitable include:

- Friendship fallouts.
- Low-level classroom disruptions.
- Emotional distress without an associated learning need.
- Behavioural issues stemming from non-learning related factors.
- General anxiety or low confidence that can be addressed through pastoral or wellbeing support.

**4. Structure of the Provision** The Advance, Accelerate, and Achieve provisions are delivered in a nurturing, home-like environment within the school. They operate as short-term, focused interventions (typically 1-2 terms) with the view that students will return to mainstream lessons as soon as they are ready. The structure includes:

- Small group activities.
- A balance of academic, social, and emotional learning.

- Structured routines to promote a sense of safety and predictability.
- Opportunities to explore feelings and experiences in a supportive setting.

This provision is not designed as a long-term or permanent placement. It is a temporary, supportive intervention to help pupils build the skills and confidence they need to succeed once integrated into a mainstream classroom setting.

**5. Curriculum and Activities** The provision follows a carefully planned curriculum designed to complement classroom learning, without narrowing the curriculum. Activities include:

- Emotional literacy and social skills development.
- Self-regulation strategies.
- Creative and sensory play.
- Collaborative group tasks to build teamwork and problem-solving skills.
- Reinforcement of core literacy and numeracy.

**6. Staff and Training** Our provisions are led by trained staff, including a Provision Lead and support staff, who have received specialist training in nurturing approaches and emotional wellbeing strategies. Staff work closely with class teachers, the SENCO, and parents to ensure consistency and a joined-up approach.

**7. Parental Involvement** We believe that working collaboratively with parents is essential to the success of the provision. Regular communication ensures families are involved in their child's journey.

**8. Monitoring and Review** The impact of the provision is regularly monitored and reviewed through:

- Pupil progress meetings.
- Emotional and social wellbeing assessments.
- Feedback from pupils, parents, and staff.
- Adaptations to support based on individual progress.

**9. Equality and Inclusion** Our provision is committed to promoting equality and inclusion. It supports pupils from all backgrounds, ensuring each child has equal access to nurturing support, regardless of their needs or circumstances.

**10. Conclusion** Our Advance, Accelerate, and Achieve provisions are a vital part of our school's commitment to supporting the whole child – academically, socially, and emotionally. By providing a secure, supportive environment, we aim to equip pupils with the skills and confidence they need to thrive both in and beyond the classroom.

This is a short-term, mainstream-based intervention – not an alternative provision – with the goal of helping pupils return to full participation in mainstream lessons.

For more information or to discuss your child's needs, please contact [contactus@wintoncommunityacademy.org](mailto:contactus@wintoncommunityacademy.org)