



Aylestone School Student Services

Additional provision for all students

At Aylestone we recognise that during their time at high school, most students require additional services that cannot be offered in the mainstream classroom. These services may be required on a short-term or long-term basis. Students may have medical, learning, behavioural, motivational or emotional needs.

Student Services provision at Aylestone aims to meet the needs of all students, in an inclusive and supportive setting that supports the teaching and learning of students in the mainstream setting.

These services are located in the heart of the school. Students needing this support are referred by either their Achievement Coordinators or a member of the Senior Leadership Team.

SSTW's- Student Services Team Workers are at the heart of Student Service provision. They make up a highly flexible workforce, who offer support to help pupils reach their learning, behaviour, and welfare goals.

Services on offer include:

- Pastoral Support- year teams are led by their Achievement Coordinators based in Student Services
- Learning support- for both SEN pupils and those underachieving against their targets
- Behaviour support (including an alternative to exclusion in the Inclusion Unit)
- Welfare support
- Medical provision

The following accommodation is available within Student Services:

- Learning pod for KS4
- Enrichment room for students referred for learning and behaviour support
- Inclusion Unit
- Learning base in Broadlands house for small group work
- Meeting rooms for Attendance Clinics, Common Assessment Frameworks, Pastoral Support Plans, Re-admission meetings, meetings with external agencies and welfare meetings.
- Medical room
- EAL support
- Careers Support

External services are also coordinated through Student Services, including:

School nursing service

Counselling

CAMHS

Bereavement support

Young Carers Support

EAL support

LA Behaviour Team support

Social Services support

Mentoring

EAL support services

Achievement Coordinators

Year groups in school have a team of form tutors lead by an Achievement Coordinator. The relationship between form tutors and students is at the heart of life at Aylestone. Form tutors are the first point of contact for parents and pupils. Achievement Coordinators plan and monitor the work of their tutors, and liaise with subject tutors to support the achievement of all pupils within their year group. They monitor

progress routinely, and work closely with the Senior Leadership Team to ensure pupils are well supported through any difficulties.

Learning Support

Students are referred for support via analysis of academic progress by ACs, link SLT members, the Learning Support Coordinator and the SENCo following analysis of pupil tracking data. Students failing to make progress in may be offered access to learning support.

Behaviour support

Students are referred to the Inclusion Unit, using data from the C-system, following the referral system. Students at Wave 3 of the school's behaviour system have an SLT mentor who they meet daily and who coordinates their pastoral support plan. These students may receive 1:1 support from external agencies. This support is organised by the SLT.

Some students may present anxious behaviours that require an alternative learning setting for a fixed period of time. Students who have difficulty attending school may also benefit from receiving some of their education within an alternative setting. These students may be referred to the Enrichment room for a specified number of lessons.

The Achievement Coordinators and the Assistant Headteacher- Student Services agree which students receive this support.

KS4 Learning Pod

The team are committed to developing the student's self- belief and build their self-esteem by:

- Listening to their problems and concerns
- Showing them how to prioritise work
- Praising their achievements
- Help them manage social and work time
- Being an advocate for students
- Breaking large, complex tasks into smaller, more manageable ones
- Helping to motivate the learner when it all just seems too much.

The Learning Pod is used for the Alternative Curriculum at KS4, for students who need a boost in fulfilling their learning potential by studying for alternative qualifications to GCSE'S. The alternative Curriculum (ACE programme) runs on a small group basis. The team work alongside teachers and Careers Advisers to help young people plan their learning pathways.

The Enrichment Room

The Enrichment room provides an alternative learning space for students who cannot access their learning within the mainstream classroom and is staffed for all lessons, and during breaks and lunchtimes. Some students referred to the Enrichment room will be booked in for specific support groups, for example behaviour/ self-esteem groups via the Assistant Headteacher –Student Services. Some students may need to be referred to the Enrichment room at short notice. In these cases the Achievement Coordinator liaises with the Assistant Headteacher –Student Services.

Students with medical needs that prevent them from working within the mainstream classroom may be referred to the Enrichment room to complete course work.

SEN Support

Mrs Alderton (SENCO) coordinates SEN support for pupils. Mrs Sayer is the Learning Support Coordinator and EAL Coordinator. Please contact Mrs Alderton if you have any concerns that your child has any additional SEN needs

Pupils with additional needs have their needs assessed and a programme of support designed to help them to achieve their potential. Many SEN students are supported by their subject teachers who make adjustment to their practice to help them succeed. Other students may need an intensive short term programme of specific support to enable them to make progress. Such students are supported by the

SSTW team, usually in a 1:1 or small group situation. Progress is reviewed after each progress check round. Students requiring additional support for literacy and/or numeracy may be referred for 1:1 or small group support. The success of these interventions is monitored each half term.

Students at Wave 3 of the school's behaviour system may be referred to the Enrichment room or the KS3 learning base for alternative learning, to include anger management support, emotional literacy and social skills groups for example. These students will be referred by their SLT mentor.

The Inclusion Unit

The Inclusion Unit is one of the sanctions used for unacceptable behaviour at Aylestone, when a student's poor behaviour needs more than a school detention punishment. Students spend up to 3 days working away from other students and the breaks are different to that of the main school.

Work is set at the student's level generally following the student's timetable. Key Stage 4 students are encouraged to complete their coursework. All students are informed of the required behaviour and a contract is signed by them. Positive/negative behaviour is logged on the computer system. When students have completed their time in the Inclusion Unit, we aim to offer some positive feedback.

If poor work or behaviour continues the following additional sanctions may be applied:

- Parents will be called to support their child in the Inclusion Unit
- Extra days are added to the days already set
- Fixed term exclusion

What else happens in Student Services?

- Induction of new pupils- an induction programme allowing all new pupils to settle effectively is delivered in Student Services, with additional support for those students with English as an additional language
- Support for Wave 3 Students
- Support strategies for students and teachers
- Target setting and assessment
- Early Help Assessments
- PSP reviews every 6 weeks
- Observations in class
- Restorative Justice Support

Restorative Justice Programme

Restorative Justice works to resolve conflict and repair harm in a balanced, just and fair way. It encourages those who have caused harm to acknowledge the impact of their actions and gives them an opportunity to make reparation. It offers those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made.

Conflict between people is inevitable. In resolving the harm done, the programme works to prevent it happening again. Restorative Justice addresses the conflicts and harmful situations in a way that, at the very least, does not harm relationships, and at best builds and repairs them.

Restorative Justice at Aylestone

- Accepts conflict as part of life
- Allows young people to take responsibility for their feelings and behaviour
- Empowers young people, teachers & parents to handle conflict in positive ways
- Reduces exclusions
- Improves feelings of safety for staff & students

Welfare

At Aylestone it is our responsibility to safeguard and promote the welfare of all students in our care. In line with central government guidance, we have the following systems in place for student's whose welfare is a cause for concern:

- Early Help Assessments.
- Child protection

We have a Designated Safeguarding Lead (DSL) - Mrs Alderton, and Assistant DSL's (Mr Robertson and Mrs Hendry) who liaise with social services, the police and health services to provide integrated support for students. In most cases, students with welfare concerns will remain in normal lessons, following their entitlement to the curriculum. Any additional support and/ or requirement to attend meetings will be organised by the DSL and staff informed.

Parents are also encouraged to speak with the DSL regarding any concerns about their child's welfare.

Attendance

The Government expects all students to attend school every day; the school fully endorses this expectation taking its responsibility very seriously by employing various support strategies to achieve this target, including appointing a Student Services team worker to support attendance.

Poor attendance can affect a student's attainment by at least one whole grade; this means a GCSE grade C becoming a D and so on. Punctuality and attendance are essential elements that employers require of their work force so the school is keen to ensure all students have acquired good habits in these areas.

The pastoral team monitor attendance, offering support when and wherever possible.

The school employs the following support strategies for all students:

- First day absence call / text
- Tutor/AC phone call concerning absence
- Letter home asking reason for absence
- Form Tutor monitoring of attendance
- Form Tutor phone calls/attendance target card
- Home visit by attendance officer if necessary
- Attendance Panel Meetings
- Alternative curriculum arrangements / outside agency support
- Fixed penalty warning notice, fixed penalty, court appearance for persistent offenders

Medical

Most students have, at times, a medical condition that may affect their joining in activities. For many this is short-term, perhaps finishing a course of medication. In some cases students only need immediate short-term support. Other pupils have medical conditions that, if not properly managed, could limit their access to education. These students are regarded as having medical needs but are able to attend college regularly with some support from school and can take part in most normal school activities. An individual Health Plan is drawn up for some students with identified medical needs.

First Aid

Emergency First Aiders are on call throughout the school. A record is kept of all accidents reported; treatment given, visits to the medical room and medication administered.

Cover Supervision

The student services team provide cover for absent colleagues where necessary. This means that pupils always know the staff covering lessons, staff can plan with the team, and can get feedback quickly on how the lesson has gone. The team are aware of all school training on curriculum change and delivery.

Child protection and Safeguarding

Our number one priority is the safety and well-being of our students. Mrs Alderton -Assistant head (student services and safeguarding) is the DSL. A close relationship is maintained with the multi- agency service hub, and referrals are actioned and followed up as necessary to social services.