



## Pear Tree Specialist School

“Achieving the best we can in everything we do.”

Closing the Gap for our pupils and young people.  
2018-2019

- Low aspirations
- Attendance
- Parental engagement
- Challenging behaviour
- Mental health

### Contributing factor: Low aspirations

It has long been the view held by successive governments (and many educationalists) that raising aspirations and changing attitudes to school are a key way to improve attainment of poorer children. However, research by the JRF has shown that a crucial barrier is not just the aspiration of families and young people but a lack of parental understanding of how the education system works and what choices are available for their children. Many pupils and their families want a further education but the barrier for many is realising their ambitions.

### Level 1: Whole School Interventions

<b>Outcomes for Children and Learners</b>	<b>Quality of Teaching, Learning and assessment</b>	<b>Personal Development, Behaviour and safety</b>	<b>Leadership and Management</b>
The school motto of “Achieving the best we can in everything we do” underpins our commitment to raising aspirations for all of our pupils and families.	Outstanding teaching and learning throughout school, ensuring pupils receive the best possible education.	High staffing levels within all classes which identifies additional support as required to ensure all pupils are supported to achieve their very best.	Parent Support Advisor to provide the following support to all pupils and families: <ul style="list-style-type: none"><li>•Information sharing regarding future pathways with parents from year 9 onwards.</li><li>•Liaise with colleges to both arrange and support visits.</li><li>•Regular informal ongoing support. Point of contact within school.</li><li>•Signposting to relevant services/agencies.</li><li>•Liaise with the transitional team on behalf of parents.</li><li>•Support to fill in applications.</li></ul>

			<ul style="list-style-type: none"> <li>•Developing relationships with parents.</li> <li>•Positive and high aspirations that are shared with parents, encouraging realistic and positive pathways.</li> </ul>
Early Intervention to target pupils and families who are at risk of falling into this category.	Outstanding teaching of all key skills with an emphasis on developing independent living skills and vocational learning.	All staff are trained in Team Teach, ensuring that behaviour is not a barrier to high aspirations.	Assistant headteacher with responsibility for Sixth Form, ensuring all young people access a personal learning pathway which prepares them for adult life and is linked to appropriate qualifications.
Sixth Form curriculum updated to include functional and vocational learning and accredited with relevant qualifications.	Taster days at college start at KS4 in vocational areas to enable young people to make informed option choices at post 16.	Positive handling plans in place for all pupils throughout school, ensuring high expectations of behaviour and learning at all times.	Family worker employed by school to support families and raise aspirations.
High expectations of staff leads to challenging extra-curricular activities planned for pupils e.g. Wakeboarding	Options: All young people choose two vocational options each year at post 16 which includes accessing courses in local colleges.	Compass Centre	Investment in staff CPD at all levels to ensure a high quality workforce who can promote learning and high aspirations.
Rigorous tracking system in place to monitor and evaluate progress.	High tech communication aids in place to support individual pupils to achieve their best.	Emphasis on developing effective communication to reduce frustration and in turn, open up access to education.	Rigorous tracking system in place to monitor and provide detailed analysis of individual and group progress.

Challenging targets are set for all pupils at Annual Reviews. Pupils aim to achieve at least 80% of targets.	Emphasis on PSD and communication throughout the whole curriculum-the key elements for our pupils to be successful.	Early intervention e.g Seedlings/Special Stay and Play.	CAF/TAF
Pear Tree Holiday club provides free places to pupils on free school meals, ensuring that targets can be worked on over the holidays.	Compass Centre Intensive Support Centre providing outstanding provision for young people with challenging behaviour and for whom other educational placements have failed.	Julia Dyer input for sensory diets	Clinical psychologist input
Routes for learning embedded throughout the curriculum and across Key Stages ensuring small steps in progress are recognised and celebrated.	Inclusion throughout school for all pupils, co-ordinated on an individual level to meet individual learning needs.	Role of independent travel co-ordinator in developing individual pupil's independence in travelling to and from school and social events. Crucial role in raising parent expectations.	Multi-agency approach to achieving best outcomes for all.
New bespoke sixth form assessment tool developed to assess learning at post 16	A differentiated and age appropriate curriculum that reflects the learning needs/styles/ages of all pupils.	School improvement priority: To further improve the provision for emotional health and well-being of pupils, staff and families	Adult learning courses provided for parents through the Children's Centre.

## Contributing Factor: Attendance

Extensive evidence shows that children with poor attendance are unlikely to succeed academically and are more likely not to be in education, employment or training (NEET) when they leave school. There is a clear link between poor attendance at school and lower academic achievement. At Pear Tree, we have identified that health is the biggest barrier to pupils attending school regularly.

### Level 1: Whole School Interventions

Outcomes for children and learners	Quality of Teaching, Learning and assessment	Personal Development, Behaviour and Welfare	Leadership and Management
TAs trained to deliver out of school learning for children not well enough to attend school.	Teachers plan appropriate learning activities for pupils who are not well enough to attend school.	Personalised timetables for pupils with extreme challenging behaviour, enabling them to continue to access school.	School improvement priority: To further improve the provision for emotional health and well-being of pupils, staff and families
Targets set and evaluated for pupils who are accessing education at home.	High staffing ratios to ensure implementation of care and health plans, ensuring pupil health is maintained.	Team Teach/PHP in place for all children resulting in limited exclusions for inappropriate behaviour.	Children who are not well enough to attend school procedures
Classroom environment set up within the home for pupils who are not well enough to attend school. Carers and parents trained to deliver educational activities at home.	Individual learning targets to track pupil progress.	School improvement priority: To further improve the provision for emotional health and well-being of pupils, staff and families	Attendance figures for individual pupils shared at annual reviews.

Close liaison with physiotherapists and OT ensuring high standard of postural management to maintain pupil health and improve access to education..		Input from Julia Dyer for sensory diets.	Adopted Lancashire attendance policy.
Clinics (medical/orthotics/wheelchair) held at school reducing impact of absence for appointments		Input from Clinical Psychologist	Use of pupil premium to ensure interventions to maintain pupil health can be implemented.
CAF/TAF		Lead Practitioner appointed for physical, sensory, social and emotional development.	Early Intervention
Compass Centre Intensive Support Centre providing outstanding provision for young people with challenging behaviour and for whom other educational placements have failed.			Rigorous assessment and tracking pupil progress procedures.
Clear procedures to follow for children who are absent from school without explanation			Complex medical needs group has been created within the attendance record to allow for greater analysis of attendance data.
			Regular Safeguarding training includes KCSiE guidance on children missing from

			education and FGM, county lines, CSE
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## Contributing Factor: Parental engagement

The Joseph Rowntree Foundation, a social justice charity, commissioned three pieces of research, looking at whether schemes intended to raise the aspirations of disadvantaged pupils and their parents had any impact on their ultimate attainment. Evaluating the different schemes, the researchers found that interventions that emphasised parental involvement in children's education had a definite impact on those children's attainment. These schemes focused on involving parents in their children's schooling, and in their own learning. They encouraged parents to put in the necessary time and effort to support their children's learning. More to the point, the aim of these schemes was not to change parents' attitudes, but to give them advice on how to support their children's education.

### Level 1: Whole School Interventions

Outcomes for Children and Learners	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Leadership and Management
Early Intervention	Appropriately levelled homework for all pupils	Early Intervention	Family worker appointed to support parental engagement
Training where appropriate for parents	Home visits undertaken for all new pupils.	Clinical psychologist within school to provide targeted support work with individual children/families.	Early Intervention
Whole school productions	Home visits offered routinely at the start of each school year and then on an ad hoc basis at parents request or if concerns are raised.	Close liaison with CAMHS to support individual pupils and families.	Parents evenings Open evenings
Parents engaged in supporting and developing work	School blog to support learning at home.	Role of Independent travel co-coordinator in working with and	LPPA

placements for FE students.		engaging parents in supporting their child to become more independent.	
Home visits offered by therapists working within school to strengthen provision within the home and improve home-school links.	Theme days that encourage parents to get involved e.g. World Book Day.	Personalised/individualised resources created to support learning and positive behaviour within the home.	Robust induction procedures for new pupils
Home school diaries updated daily for each pupil.	Pear Tree Community Choir	Julia Dyer/Sensory processing	School blog
Regular phone calls to parents.	Personalised/individualised resources created to support learning within the home.	Educational Psychologist to support parents at home.	<p>Role of parent support advisor in:</p> <ul style="list-style-type: none"> <li>•Information sharing regarding future pathways with parents from year 9 onwards.</li> <li>•Liaise with colleges to both arrange and support visits.</li> <li>•Regular informal ongoing support. Point of contact within school.</li> <li>•Signposting to relevant services/agencies.</li> <li>•Liaise with the transitional team on behalf of parents.</li> <li>•Support to fill in applications.</li> <li>•Developing relationships with parents.</li> <li>•Positive and high aspirations</li> </ul>

			that are shared with parents, encouraging realistic and positive pathways.
Termly headteachers letter to parents with updates of achievements over the school year.	Pear Tree Holiday Club provides reduced price holiday care for pupils through receipt of funding via Short Breaks.	School improvement priority focusing on parent engagement and empowering parents.	TAF
Speech and language therapy workshops are provided on a small group/individual level for parents. Follow up support is provided within the home to engage parents in their child's learning.	Pear Tree Holiday Club currently provides free places for pupils in receipt of Best Start Lancashire Funding.		CAF
Opportunities fair hosted every year to support transition from 14-19 and empower parents.	Parents invited to assemblies and class sessions.		Flexibility in timings for annual reviews/appointments/medicals etc.
Summer disco			Programme of bespoke and targeted parenting courses in place.

## Contributing Factor: Challenging Behaviour

Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Extensive research makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning, particularly when parents are actively engaged.

### Level 1: Whole School Interventions

Outcomes for Children and Learners	Teaching, Learning and assessment	Personal Development, Behaviour and Welfare	Leadership and Management
Personalised timetables	Sensory integration/diets/sensory learning co-ordinator	All staff trained in the Solihull Approach	Pupil Premium funding is directed appropriately at a whole school and individual level.
Action and Impact framework used	All staff highly skilled in developing communication skills and ensuring that all pupils are given a voice.	PHP	CPD opportunities and in school training.
Appropriate staffing levels to enable access to education.	Highly trained support staff	All teaching and support staff are trained in Team Teach.	Bespoke and targeted parenting courses provided by family worker and CAMHs
Communication is incorporated into the whole curriculum and school day.	Whole school curriculum, evolving to meet the educational needs of all pupils.	Holistic approach	Provision mapping

Total communication environment	Multi-professional approach to managing challenging behaviour.	Action and Impact framework used	CPOMs used to monitor behaviour and interventions.
Home visits to discuss behaviour management and to support implementation of strategies within the home.	Swing Therapy	Parental engagement	Lead Practitioner appointed for physical, sensory, social and emotional needs.
Compass Centre	Rebound Therapy	Daily transitions are carefully planned for and supported.	
High expectations	Personalised timetables in place to meet sensory and behavioural needs.	Multi-agency working e.g CAMHS, clinical psychologist.	
High tech communication aids in place for individual pupils.		Close partnerships and liaison with respite providers.	
Close partnerships and liaison with respite providers.		Carefully planned and managed transition between classes and future providers.	
The whole school community embrace the school motto of "Achieving the best we can in everything we do".		CPOMS to monitor interventions.	
Personalised and bespoke parenting courses led by family		Julia Dyer/sensory diets to enable pupils to manage and	

worker and CAMHs.		regulate their behaviour.	
		Educational Psychology input	
		Compass Centre Intensive Support Centre providing outstanding provision for young people with challenging behaviour and for whom other educational placements have failed.	

### Contributing Factor: Mental Health

Poor mental health in childhood is strongly linked to poor mental health later in life and has been shown to have a serious impact on life chances (Richard and Abbott,2009). Mental health problems may impact on human capital accumulation by reducing both the amount of schooling and the productivity level, which may in turn have lifelong consequences for employment, income and other outcomes (Eisenberg,Golberstein,and Hunt,2009).

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Close liaison with educational psychologist	Personalised timetables developed for individual pupils.	Involvement with CAMHS	Multi-agency working promoted
Multi-agency working with CAMHS, clinical psychologist, health professionals	High staffing ratios within class to support individuals.	PHP in place to support all pupils	TAF
Parental engagement	2 members of staff trained in SCERTS.	Care plans in place for all pupils	CAF
Input from Julia Dyer		Circle of adults	Targeted training for staff as required
Targeted parent support groups		Compass Centre	

	SCERTS	
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