

Most Innovative Special Needs Intervention

David Ross Education Trust



At the David Ross Education Trust (DRET) we implement a graduated approach to focus on reducing suspensions and supporting our most at risk students and help re-engage back into education:

- Of the 11 secondaries in the Trust, five have implemented a specialist internal alternative provision programme (IAP) to focus on exclusions. The most advanced of these is the Middlecott Alternative Provision (MAP) at Thomas Middlecott Academy, in Boston, Lincolnshire. We will draw on this setting to illustrate the features of the programme throughout our responses in this form. Similar IAP programmes are in place at secondary DRET academies in Loughborough, Northampton and Grimsby. MAP is our flagship provision and we would like to implement similar interventions at other sites across the UK in hope to support at risk students.
- Our MAP provision setting works with small groups of young people to reduce suspensions and the risks to them of permanent exclusion.
- Our specialist staff at MAP work directly with DRET young people nearing 15 days suspension or who are at risk of permanent exclusion who are currently being educated in the mainstream section on our school site.
- Targeted interventions focusing on exclusions are available for young people who present with challenging behaviours that result in them being removed temporarily from class to spend short or mid-term periods in our IAP. Within the same academy. This is part of the Trust's commitment to early

intervention and preventing these behaviours from escalating further and meeting the child's needs immediately.

Our plan is to reduce the proportion of our own students who are suspended and excluded by increasing the capacity and expertise in our on-site IAP. The demand for alternative provision in Lincolnshire far outstrips the current offer and we are due to begin a collaboration with the Lincolnshire County Council Inclusion Team to admit external children to MAP from within the community of schools who would benefit from its focus on improving all outcomes, as reflected in a reduction in exclusions and suspensions.

Students are referred to the MAP on the below key indicators:

- Suspensions – If young people are close to reaching 15 days suspended within a term.
- Attendance – If young people are persistently absent (if their attendance is below 90%).
- Progress – If young people's predicted grade is below their target grade in English, Maths and Science.
- Behaviour points – If young people have a negative behaviour point score of greater than -100 (DRET staff use behaviour points to track rewards and sanctions).
- Age – If the young people are in Key Stage 4.
- SEND need – If young people are presenting SEMH as their main SEN need.
- Other indicators – If young people have received support from the internal graduated response or been referred to the local authority behaviour ladder (Lincolnshire have a Behaviour and Outreach Support Service (BOSS) and a Pupil Support Plan (PSP) as part of their intervention support.