



We pride ourselves on being a learning community that celebrates equality and the uniqueness of everyone, where students aspire, thrive and achieve the qualifications and skills for life that they need to become independent adults and lead a quality life.

Students are referred to us from Birmingham schools, mainly the South Network group of schools but also Fair Access and SENAR. Recently we have seen an increase in the number of referrals from SENAR for students with an EHCP

Student numbers

REACH School has a PAN of 67

Pupil Premium

Typically, we are above the national average

Quality of Education

A broad curriculum is carefully planned to enable students to access pertinent qualifications, including GCSE, functional skills and entry level.

Staff adapt and plan their lessons to ensure students are stretched and enriched, with powerful knowledge and cultural capital. This supports students to make accelerated progress, regardless of their prior learning upon entry to REACH.

Curriculum ensures skills and knowledge build upon what has previously been taught, enabling students to know more and remember more. Curriculum options match the school's vision to prepare students for adulthood, embedding employability skills and linking subjects to the world of work; PfA goals are identified in EHCPs and are being mapped across the curriculum.

Year 10 have a structured, external curriculum of work related learning to achieve a vocational, accredited qualification. The Gatsby Benchmarks are evident in all areas: well above local and national hubs.

Behaviour and Attitudes

Mutually respectful and restorative relationships are a strong feature of the school. With TIAAS permanence visible around the school building.

Student Voice is strong with numerous opportunities for students to share their opinions thorough student council, form time and questionnaires.

In response to the questionnaires- 100% of students state that they feel safe within school.

Personal Development

Investment in emotional support for students is a key priority in ensuring mental wellbeing. Key staff have undertaken Senior Mental Health Lead training to ensure they are equipped to support staff and students in school.

Students have an opportunity to explore new interests and activities through an enriching curriculum, specifically Active Citizenship .The Life Skills and Pathways curriculum supports our students to develop as young citizens and prepare for adult life.

Leadership and Management

Professional Development is key in moving our school forward. We have:

- A strong, knowledgeable, and effective governing body
- Staff involved in collaboration across networks of schools and the LA

We invest in our staff to ensure

- workload and wellbeing is a priority.
- staff supervision with clear lines of accountability and effective succession planning.

As a result, we have high levels of community commitment to the school's vision and values, effective collaboration in whole school development and a continuous track record of whole school improvement.

SEND

We have wide range of SEN in school with CYP having MLD, ASC, ADHD, EHCP other complex needs including some speech and language difficulties. All our students are identified on the school provision map as having SEMH needs with support offered under the graduated approach as part of the wave of interventions including smaller groups and Quality First Teaching.

Additionally, we offer a range of targeted interventions such as counselling, creative, literacy and numeracy interventions and support students and parents through early help and sign posting to the Birmingham Local Offer where required.

Our students have a variety of needs:

- 100% - SEMH
- 45% with an additional diagnosis (K+)
- 41% of students with a diagnosis of ADHD/ADD
- 17% of students with a diagnosis of ASC
- 10% of our cohort have long-term SLCN which create barriers to communication and learning in their education and everyday life
- 10% of students with EHCPs
- an increasing trend in students needing involvement from FTB

- Topical reading ideas are shared in assembly e.g. world book day
- First News available and students are encouraged to share reading during break times
- Literacy staff meetings held to share CPD updates, reading ages and best practice
- Classroom displays
- Explicit vocab instruction in lessons
- Tier 2/3 vocab taught and on MTP

Attendance

87% of our students started REACH with attendance less than 85%.

Poor attendance and punctuality are seen as a safeguarding concern across the school community. The school undertakes a lot of work to ensure students are in school e.g. breakfast club daily, individualized targets set with Attendance Team, close contact with parents.

Safeguarding

Safeguarding is given the highest priority in the school and strong policies and procedures are followed and quality assured.

4 DSL's trained with 3 of those on SLT. The Lead DSL is a non-teaching senior leader to ensure swift, effective action when required.

Safeguarding and wellbeing are mapped across the curriculum. The Deputy DSL supports in Life Skills/RSE lessons.

Collaborations

The current headteacher represents Birmingham Alternative Provision schools on LA Schools Forum

REACH is a member of South Area network and actively engages with South Area Network focus groups which cover all curriculum subjects, SEND and CEIAG

REACH is an integral part of South Area Network Sharing Panel and works with others in the inclusion deputies' group.

Member of Birmingham Education Partnership

Reading and vocab across the curriculum

To improve students reading skills some of the work that takes place is:

- Quality reading material used in lessons as part of REACH Ready Routines.
- Reading in class is encouraged, recorded on Arbor and rewarded