

The Academy of Central Bedfordshire (ACB)

All Band 1a and 1b students will have behaved in a fashion that would have met the criteria for a permanent exclusion. In some instances the mainstream schools will have permanently excluded the student, and in others, schools in agreement with the parents / carers of the student will have agreed that student should attend The ACB for their full-time education i.e. the student would be on the roll of The ACB full-time.

Where appropriate, The ACB will support a student in returning to mainstream education, however in some instances this will not be appropriate and the student will remain at The ACB.

Band 1a

Reasons for students attending The ACB as group 1 students will be wide ranging and could include a variety of diagnosed and undiagnosed learning needs.

Students are likely to display some or all of the following behaviours within their mainstream setting:

- being withdrawn or isolating themselves;
- being disruptive and significantly disturbing the learning and well-being of other students;
- being hyperactive and lacking ability to concentrate;
- having immature social skills;
- presenting very challenging and sometimes violent behaviours;
- deterioration of behaviour or emotional wellbeing;
- difficulties coping with school routines and relationships.

Students may not have a medical diagnosis, although a diagnosis may provide pointers for the appropriate strategies to manage and minimise the impact of the disability. The most common type of diagnosis that students could have are:

- emotional disorders;
- conduct disorders;
- hyperkinetic disorders, including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD);
- high anxiety
- self-harm;
- school phobia or depression;

Students will cover the full range of ability, but their difficulties are likely to be a barrier to learning and to persist, despite the implementation of an effective school behaviour policy, and personal and social curriculum.

Band 1a students will require:

- A curriculum that covers a large ability range with significant elements of individual planning.
- Additional support (small group and sometimes 1:1) in many areas of the curriculum to acquire basic learning skills and social competencies.
- Long-term adaptive programmes carried out by specialist support.

- Access to accredited courses and learning which will include GCSE courses and vocational qualifications.
- Additional personalised programmes to address personal and behavioural difficulties, including targeted behavioural programmes.
- Specialist learning environments that take account of size of room, type of curriculum and transition spaces as well as storage
- Significant specialist trained adult input to support them in accessing the curriculum and learning.
- Direct teaching by teachers/instructors as well as support from a staff team with appropriate experience, skills, and training.
- Staff trained to act appropriately in difficult situations using Team Teach.
- Most students will require significantly higher levels of long-term inter-agency co-operation and planning.
- Some students will need additional therapeutic support from school staff and/or external agencies

Band 1b

Band 1b students are those most likely to have received the equivalence of two permanent exclusions and would therefore not be able to return to mainstream education. These students are also likely to have undiagnosed learning / behavioural needs and will require assessment of their needs to identify strategies to support their learning. In some instances, the assessments will identify that the student requires an EHCP and more specialist education e.g. attending a special school.

- Students will demonstrate persistent, severe and frequent challenging behaviour, emotional and social difficulties.
- Students will need access to an environment which includes access to a multidisciplinary team with the skills to provide the interventions or therapies indicated by assessment.
- Students will require additional support in small groups and frequently 1:1 to acquire basic learning skills and social competencies.
- Students will require access to long-term adaptive programmes carried out by specialist support staff
- Students are likely to need significantly higher levels of long-term inter-agency co-operation and planning.
- Students will require a curriculum with significant elements of individual planning, which requires constant individual support to engage in learning.

- Students will need an emphasis on structured help to raise their confidence and self-esteem, increase their concentration and independence, enable them to communicate more effectively, and grasp social/behavioural norms.
- Students will require highly predictable routines for some activities
- Students will need risk assessments which identify appropriate individual support for care, and health and safety needs, which may sometimes require more than one adult.
- Some students will require specific interventions or therapies as indicated by specialist assessment.
- Students will need school staff to work in collaboration with their families to support the implementation of effective strategies at home and in the community.
- Students will need opportunities to be withdrawn from the classroom to a safe area.