



National Tutoring Programme: The ACE Tiverton Approach

We recognise the value and importance of targeted tutoring support for our students. In addition to the impact of COVID, many of our students experience gaps in their education due to low attendance, periods of absence relating to ill health or challenges in accessing learning although present in school. Whilst placement in a special school does not magically address all these challenges, we can evidence that when students' needs are met, often their progress – in all areas – is rapid and becomes in line with age related expectations. All students are on a pathway to achieving a range of level two qualifications that will enable them to access the most appropriate post 16 education, employment, or training to ensure that they are independent and fully enabled to reach their personal, social, and academic potential as a lifelong learner and citizen.

We assess all students on entry in areas of the academic curriculum, but our priority is to secure strong skills and knowledge relating to literacy and numeracy. Where assessments show gaps, beyond those than can be addressed through high quality, personalised and specialist practice in the classroom, students are identified as benefitting from additional tuition. Understanding that strong relationships secure the greater rates of progress, we use known staff to support our students in a personalised programme of additional input from specific staff. This may look like:

- 1) Intensive Read, Write Inc intervention.
- 2) Targeted tuition from our commissioned SEMH literacy specialist
- 3) Specific therapeutic provision to secure students' social, communication, interaction, or emotional health, enabling them to access learning in the classroom in greater depth.

Our National Tuition funding has been used to:

- 1) Increase the number of Student Support Team members, ensuring they are not taking class-based staff away from their core business to deliver therapeutic interventions.
- 2) Fund commissioning of the specialist SEMH literacy practitioner as part of our wider school family.
- 3) Increase the number of staff trained and able to be released from class, without needing cover, to deliver Read, Write Inc interventions.

We measure the success of our tuition programme through:

- Entry and exit assessments, in addition to assessment at least half termly, if the provision is extended.
- Assessment against EHCP targets and the ability of students' to independently apply agreed strategies or use skills seen as part of the /therapeutic provision.
- Improvement in view of self, confidence and esteem as indicated through the use of five-point scale, engagement in learning and participation in the wider school community.

The ultimate test of the programme and related interventions is a young person who is more confident, independent and engaged in their learning across the curriculum and their school life. This is the outcome we seek to achieve for all our students, including those in receipt of additional tuition packages.