	Detail	Where we see best Practice	Who are our Champions
I-Inclusion	1. **EBSA** – An Emotionally Based School Avoidance room has been introduced to support students who are struggling to attend school due to their mental health and anxieties. All stakeholders are aware of the barriers to school attendance and work collaboratively to support those identified students, to raise their attendance and support with academic progress and return to the classroom 2. **Scaffolding** – A range of scaffolding techniques have been introduced through INSET and CPD, enhancing pedagogical and inclusivity during the 'model' phase of the lesson. This includes techniques such as 'I do, we do, you do', sentence stems, live modelling under a visualiser and an extended bank of keywords. 3. **Non negotiables** – Embedded features of every lesson which are consistent across every classroom allowing every student to know what to expect, these include, key phases of the lesson to enhance learning (Teaching and Learning Policy)	1. Explore – EBSA rooms 2. MFL, HSC 3. Maths	1. AWT, RBE 2. NMA 3. Maths Team
C-Creativity	1. **Curriculum Pathway**s- From the start of their time at the Academy pupils have supportive pathways through the curriculum based on a model of access for all. There is a specialist group in year 7 for those who will most struggle to access the curriculum led by a primary practitioner. Subject content and delivery are adapted in Yrs. 8&9 to support those students who need it without removing their core entitlement. The pathway option at KS4 is also tailored for student need with AIG being used to guide students to choices best suited to their need and aspiration. 2. **Culture of Attendance** - We value the importance of a positive partnership between our students with SEND, home, and school. Regular team around the child meetings and attendance support plans are implemented and reviewed as part of the APDR cycle. All students have a designated key worker, and we now have an embedded culture around rewards and recognition. 3. **Safeguarding**- There is a dedicated safeguarding team who are available throughout the year. Their role is completely safeguarding, and all are trained to the appropriate level with an extend team around them who can support if required.	1. Nurture group 2. Attendance Team 3. Safeguarding	1. NMA 2. SDN 3. Key workers
R-Respect	1. **Behaviour for Learning** – The MKA behaviour for learning policy is built on the fundamental values of Respect, Responsibility, Resilience, Aspiration, Equality. Students are rewarded for the use of the values in the community and the classroom. All students are educated in the respectful behaviour that: every student has the right to learning without disruption. The consistent classroom techniques of the ROD board and Track are a common language that all students identify with and respond to in the expected Behaviour for learning environment of the classroom – disruption free. 2. **Learning environment**- All classrooms have a set layout and 'front view' in order that students have familiarity in every classroom. 3. **Young Carers** –Surveys are conducted with all students, to identify students of young carer status and plans of support in place for all students. This includes providing resources, adaption of systems and linking with outside agencies. Transition work with feeder schools thoroughly conducted to ensure seamless support of young carers continues from year 6 into Milton Keynes Academy. Milton Keynes Academy respects the challenges young carers face and are committed to their support and establishing equality in their learning and aspirational opportunities.	1. Year Leads, SLT Pastoral team, in classroom systems – ROD, Track, Assemblies 2. All classrooms Pg47 T&L policy 3. Minuted paperwork and external services	1. JCS, GBN, SDN, Year Leads, Progress Leads 2. Q of A team 3. KWS, ERS, Year Leads
E-Excellence	1. **Staff CPD** – This year has seen an increase in the weekly CPD staff have been receiving this has had a SEND thread continually referred to during these sessions. We have supportive sessions looking specifically at seating plans/ well-worn paths and scaffolding and how we can be best supporting students. There has been lots of sharing of good practice through weekly spotlight briefing and Steplab shoutouts. Steplab has been consistently used by coaches and HODs to complete regular coaching sessions and focused drop-ins. Staff have found these useful for support and feedback. 2. **Nurture Group** – The nurture group is led by a primary practitioner to support pupils in the transition to secondary school. Students work through the year to close gaps in their knowledge skills and understanding. They then partake in a transition into main KS3 lessons in the summer term. Yr8 curriculum delivery is also modified for some of the group who have found year on year transition challenging.	1. Steplab, Drop-ins, Academic communities 2. Lesson Observations	1. CTR, GFR, ABR 2. NMA

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A-Ambition	1. **Celebrations** – Rewards are directly linked to students reflecting behaviours in Academy values: Respect, Responsibility, Resilience, Aspiration, Equality. Students are rewarded in prestigious half term, and termly assemblies and celebrated in communication home to parents and carers. The school invests in heavily in rewarding students in form of vouchers, i-pads, trips and rewarding is carried out frequently. Staff are encouraged to reward a minimum of 5 students per lesson through use of the ROD board reminding of a consistent culture in encouragement and celebrating our students endeavour and progress. 2. **Careers Programme** – Every year group attend an employer speed interview event, meeting major employers from area and questioning them on their roles and education pathways. Year 11 attend an onsite careers fair with more than 25 employers and colleges. Key stage 3 students take part in the enterprise-based Bright Futures event. Year 10 endeavour on a 2-week Work Experience event. Students, including vulnerable attend STEM trips with TESLA, Nissan and Red Bull. Milton Keynes Academy prioritises the building of aspirations of all students and creating ambitious links with local employers. No student was left as Not in Education or Educational training (NEET) last academic year. 3. **Curriculum Ambition**- Curriculum schema and subject overviews are designed to highlight key parts of the course provision but also next steps into 'life beyond' the Academy.	1. Assemblies, In lesson use of ROD, Attendance competitions, school website, letters to parents. 2. Work Experience, Careers fair, Employer speed interview event, Deloitte mentoring events, Bright Futures key stage 3 events 3. Targeted Intervention	1. Pastoral Leads, Behaviour Team, Teachers, Sarah Dorrian 2. SSL, GBN 3. HODs
T-Therapeutically Aware	1. **Pupil Passports -** Every pupil who is on the SEN support register and monitoring register has a Pupil Passport which outlines the needs of students, strategies to support them, triggers and the reasonable adjustments needed. Pupil passports are working documents which are co-produced with pupils and parents/carers to ensure that a joined-up approach is created from the outset of any support programme agreed. 2. **Relationships with external parties** – Milton Keynes Academy works collaboratively in co-planning the intervention and support of student's needs. This includes services such as Cognitive Behaviour Therapist in supporting behavioural change. The Virtual school for Looked After Children to ensure resources such as additional tuition are in place to support progress and close gaps in learning. NHS mental health team workers, Counselling and CAMH to support emotional and health needs. The school manages excellent relations with Children and Family Practice services and holds to account on required care, support and actions to support well-being and education of the child. The Academy also works relentlessly with external providers such as employers, colleges and sixth forms in the meeting of careers and aspirational needs of students. Dual planning with Bridge Academy and other agencies in support of students that have entered plans of re-direction of education. 3. **A range of physical resources in every classroom (-** Creating inclusive classrooms that are adaptable, predictable and reliable is enhanced using standing desks, visualisers, mini-whiteboards, labelled boxes, standardised displays located in the same area of each classroom. 4. **EAL**- There is a dedicated EAL team who support students who fall into this micro-cohort. Flash academy and withdrawal programmes are in place across all key stages. Students are encouraged to sit GCSE in their first language if it is deemed appropriate. Literacy specific intervention is targeted at KS4 students to support their access to exams.	1. Updated PP on Arbor and shared with parents. 2. PEP for LAC, Minutes from CP, CIN, CAF meetings on CPOMS. CBT records, Careers programme. Alternative education plans. 3. Desks for visualisers 4. Curriculum looks different for these students	1. VGA 2. JCS, GBN, KWS 3. Q of A team 4. ZSI, VAU, PAN
E-Emotionally Literate	1. **Academy Values** – Milton Keynes Academy builds the culture, focus and systems on the pillars of its core values: Respect, Responsibility, Resilience, Aspiration, Equality. We are committed to supporting every student in receiving a disruption free education and reaching goals. 2. **Success Centre**- Dedicated space and trained staff helping to support students to regulate their emotions. This includes space for time out, a sensory room, modelling language and behaviour and utilising the practical knowledge based through activities, interventions and support that help further promote self-regulation and ultimately create the foundations for positive relationships and an improved ability to manage identify emotions. 3. **Assembly Programme** – Provides alongside the PSHE curriculum in educating students on important values, key events and celebration of diversity and culture. All curriculum departments, as well as Pastoral teams and Senior Leadership team contribute to delivery of assemblies. Assemblies are also used to celebrate student achievements linked directly to the Academy values: Respect, Responsibility, Resilience, Aspiration, Equality.	1. Assemblies, classroom environment, careers programmes, external agency feedback 2. Sensory Room / Interventions/ ELSA/ Zones of regulation/ Time out spaces 3. Assembly calendar, examples of assemblies,	1. MLR 2. LGR, HBN 3. GBN, ERS, KWS