



## Report on IQM Inclusive School Award



**School Name** Q3 Academy Langley

**School Address** Moat Rd  
Oldbury  
Birmingham  
B68 8ED

**Head/Principal** Mr Peter Lee

**IQM Lead** Mr Rashel Rahman

**Assessment Date** 10<sup>th</sup> July 2023

**Assessor** Mr Cathal Lynch

### Sources of Evidence:

- Website
- Self-Evaluation Report (SER)
- Learning walks
- School Improvement Plan (SIP)
- Self-Evaluation Form (SEF)
- Family lunch
- Staff almanac teaching
- Learning handbook

### Meetings Held with:

- Assistant Head
- Designated Safeguarding Lead (DSL)
- Special Educational Needs Co-ordinator (SENCo)
- Inclusion Manager
- Heads of Year
- Staff Governor
- Parent Governor
- Senior Leadership Team (SLT)



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### Overall Evaluation

Q3 Academy Langley is a secondary school in Sandwell, West Midlands. The school opened in 2016 and has a student body of 1350, of whom 33% are eligible for Pupil Premium (PP) and 11% have Special Educational Needs (SEN). The school is in an area of social deprivation (Sandwell is the fourth most deprived borough in the UK) but it has high expectations of behaviour which is evident during walks around the site. The school is part of The Mercian Education Trust.

The school was last inspected in May 2019 and was deemed to be 'Outstanding' in the effectiveness of leadership and management and personal development, behaviour and welfare. It was judged to be 'good' overall.

All students at Q3 Academy Langley wear the same uniform, eat the same balanced meal at lunchtime and KS3 receive free breakfast every morning. All lessons are taught in a mixed ability setting to ensure that every child can thrive.

The school has a strong focus on mental health and wellbeing. In response to the increased demand for support during the COVID-19 pandemic, the school launched the 'Umbrella', a support network for internal and external providers to offer therapeutic and counselling support across a wide range of areas.

The school has a high rate of attendance which is currently 96.2, 5.3% above national and a low rate of exclusions. Attendance is the fourth best in the country according to the Fisher Family Trust (FFT). Students are encouraged to use their 'STEPS' when engaging with staff and other students:

- **S**peak **T**o me respectfully.
- **E**xcuse me politely.
- **P**lease and thank you.
- **S**mile and say please again).

Other common techniques create a sense of consistency across the school such as hands up and 'SLANT':

- **S**it up.
- **L**isten.
- **A**sk and answer questions.
- **N**od your head.
- **T**rack the speaker.

Q3 Academy Langley is a diverse school that is committed to providing a supportive and inclusive environment for all students. For example, 10% of pupils have an individual meal plan. The school has a strong track record of academic achievement and is committed to helping students reach their full potential.

The school's Progress 8 score of 0.7 is above national with an average for PP students of 0.51 that is in the top 88 schools nationally. There have been zero permanent



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exclusions this academic year and only two suspensions last year. This is reflected in the incident count regarding discriminatory offences, which is very low.

Staff wellbeing is well supported as most teachers only teach one year group. This reduces workload as lessons are delivered multiple times which means planning is reduced and staff can really hone and refine their craft. This builds confidence in staff who are predominantly young and as a result, turnover is low and the school has no recourse to using supply staff.

Staff enjoy an extra week's holiday at Christmas due to the slightly longer school day they work and the feedback policy ensures that marking is proportionate. Teaching staff do not supervise detentions and staff are all fed which allows them to socialise with pupils. This is very much appreciated by staff and pupils.

The work being undertaken at Q3 Academy Langley is truly transformative for pupils by supporting them to achieve highly regardless of need or starting points. The structure, routine and consistency of school life creates healthy habits which have built a strong sense of community, helping staff and pupils to feel a sense of belonging. This feeling is tangible in school, consequently high levels of mutual regard are in evidence between all members of the school community and high aspirations are the norm for everyone.

This was neatly summed up by one pupil who told me, "I think everyone can be themselves at this school, but you do not know what people are going through. The staff check up on everyone, even those who seem well put together because you do not know what they might be going through."

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

**Assessor: Cathal Lynch**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



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### Element 1 - The Inclusion Values of the School

Inclusion is at the heart of the school values which is captured by the ethos built around the Aristotelian principle of celebrating being that which is good, right, and true. This encourages both staff and students to provide a welcoming and inclusive environment at all times supported by an emphasis on British Values.

Q3 Academy Langley is committed to providing a supportive and inclusive environment for all students, including those with Special Educational Needs and Disabilities (SEND).

The academy has a comprehensive SEND policy that is designed to ensure that all students with SEND can reach their full potential. The policy includes several key features, such as:

- **Early identification and assessment:** the academy has a robust system for identifying and assessing students with SEND. This ensures that students receive the support they need as early as possible.
- **Individualised education plans (IEPs):** all students with SEND have an IEP that is tailored to their individual needs. The IEPs are reviewed regularly to ensure that they are still meeting the needs of the students.
- **A supportive environment:** the academy is committed to creating a supportive environment for all students, including those with SEND. This includes providing a positive and inclusive ethos, as well as ensuring that all staff are trained in SEND. For example, classrooms and corridors are stripped back to reduce cognitive load.
- **A range of support services:** the academy offers a range of support services to students with SEND under the banner of the Umbrella which is intended to be a proactive measure or to bridge with clinical support should it be needed:
  - **Small group tuition:** students with SEND may be eligible for small group tuition to help them catch up with their peers.
  - **One-to-one support:** students with SEND may be eligible for one-to-one support from a specialist teacher or Teaching Assistant (TA).
  - **Therapeutic interventions:** the academy offers a range of therapeutic interventions to students with SEND, such as Speech and Language Therapist (SALT), art psychotherapy, Lego therapy, counselling, sports mentoring and behaviour support.
- The academy's SEND policy has been successful in helping students with SEND to reach their full potential. In recent years, the academy has seen a significant increase in the number of students with SEND achieving high grades in their GCSEs. The academy is also proud of the fact that it has a high retention rate for students with SEND, with many students going on to study at university or into further education.



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- The academy is committed to continuing to improve its SEND by strengthening its partnerships with external agencies to ensure that students with SEND have access to the best possible support.
- Q3 Academy Langley is a highly inclusive school in terms of its provision for students with SEND where everyone feels valued. The academy is committed to providing a supportive and inclusive environment for all students, and it has a track record of success in helping students with SEND to reach their full potential.

### Next Steps:

- To ensure that all the systems and routines that are placed by the system are future proof. This means that the measures must be sustainable and continued regardless of any changes in leadership within the academy.
- Capture some of the systems and processes on the school website to ensure transparency.
- Consider analogue and digital clocks in classrooms.



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### Element 2 - Leadership and Management and Accountability

The Trust carries out regular quality assurance visits and Governors are briefed with a strategic overview of all data broken down into subgroups such as PP, SEN and Looked After Children (LAC) etc. The data includes attainment but also behaviour, exclusion, attendance and safeguarding. This ensures that they can hold the school to account effectively.

The SLT at Q3 Academy Langley is committed to inclusivity. They conduct regular learning walks to assess the quality of education and ensure that all teachers are adhering to Assess Do Plan Review (ADPR) targets. They also deliver termly Continuing Professional Development (CPD) to all staff related to their respective areas, such as behaviour, safeguarding, and the curriculum. The Chair of Governors makes regular appearances at the academy and attends parent-teacher conferences and award assemblies.

Heads of Department meet with their teams during CPD every Monday to discuss lessons that are planned for a given week. SLT links for each department Quality Assure (QA) lessons before they are presented to students. To ensure consistency and maintain staff expectations, staff receive a daily email that uses data from Class Charts to show where staff have either met, not met, or exceeded staff expectations. These emails display Q-points awarded, star of the lesson, character award, and positive phone calls. Everything done in the Academy is captured in the staff teaching and learning handbook as well as the staff almanac which contains an overview of non-academic approaches. This helps ensure consistency and supports the effective induction of new staff.

The staff wellbeing board signposts the free support staff can access, and it provides simple, yet effective, coping techniques for staff to help manage any intense emotions they may have. It also signposts two staff members whom staff can speak to that are trained Mental Health First Aiders. As part of the Mercian Trust, the academy is subjected to two reviews every year where headteachers and senior leaders from other academies within the Trust attend and spend time at Q3 Langley, so they can identify areas for improvement for the department leaders and senior leaders. Areas that are scrutinised include teaching and learning, the curriculum, and safeguarding.

The annual prom which features street food and fairground rides is hosted by the school. It is held on-site, offered to pupils free of charge, and is a highlight of the year.

In addition, the academy has applied for external awards such as the Character Education Award, the Anti-Racism Award, and the Inclusive Quality Mark Award, Wellbeing Charter Mark. This shows that the academy is open to external assessment and is committed to continuous improvement.

Q3 Academy Langley is a school that is committed to inclusivity. They have several policies and procedures in place to ensure that all students feel welcome and included, and they are also committed to the wellbeing of their staff.



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### Next Steps:

- The plan is that every senior leader at the academy must accept that inclusion is at the heart of everything we do at the academy. By law, a SENCo must be in place in every school, and it is imperative that there is always a leadership link to the SEND department to future-proof the inclusive provision of the academy. Regular CPD needs to take place to remind staff about inclusivity and give the relevant data to allow them to incorporate every individual in their lessons. External training will also be continually sought as well as reaching out to trust-wide professionals to provide any necessary CPD/advice/guidance.
- Considering building inclusivity into the vision and values statement.



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### Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The curriculum at Q3 Academy Langley is underpinned by a Christian ethos, and it is designed to ensure that all students have an ambitious, challenging, and knowledge-rich education. It promotes British Values and supports students in living healthy, happy lives.

The curriculum is designed to meet the needs of all students, regardless of their prior attainment or SEND.

Family breakfasts and lunches are used to good effect to support Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE) as well as reiterating core messages. They are very highly supervised and help staff and pupils develop strong relationships.

#### Key Stage 3 (KS3)

- All students in KS3 study English, mathematics, science, geography, history, computing, design technology, Modern Foreign Language (MFL), art, drama, religious studies, physical education, and music.
- Students in Year 7 and 8 also have a timetabled Enrichment session each week to develop Cultural Capital and broaden their experiences.
- In Year 9 pupils study citizenship and have the option of completing a GCSE in the subject.
- There is a supported learners' group for students who need additional help Advisory Centre for Education (ACE) in Year 7 and 8 which is about to move into Year 9. This is a more nurturing provision with smaller classes, highly adaptive lessons and a fewer number of teachers in a more primary-based model.
- Literacy, numeracy, character, PSHE and RSE are all supported through tutor time and family breakfast and lunch.

#### Key Stage 4 (KS4)

- Around 90% of students in KS4 study the full range of English Baccalaureate (EBacc) subjects.
- All students also have the opportunity to choose from a wide range of academic and vocational subjects.
- Tutor time and Family Lunch are used to deliver religious studies, PSHE and RSE.





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### Extra-Curricular Activities

- All students can participate in a wide range of sports, drama and music extra-curricular events.
- The academy also offers Science, Technology, Engineering and Mathematics (STEM) Challenge, plays, poetry competitions, and the Duke of Edinburgh Awards.

In KS3, around 90% of students are taught in mixed prior attainment groups for all subjects.

There is also a supported learners' group and an ACE group. In KS4, approximately 95% of students are taught in mixed-prior attainment groups for all subjects except mathematics, MFL and science. There is also a supported learners' group.

Leaders are mindful of the Equality Act 2010 and ensure that no student or potential student is discriminated against or excluded from accessing any aspect of the curriculum or extra-curricular opportunity.

The academy promotes equality of opportunity and fosters good relations.

They are also mindful of their responsibility under the 2014 SEND regulations and ensure that all students have access to education that is appropriate to their individual needs, regardless of their SEND. Reasonable adjustments are made to prevent any student being put at a substantial disadvantage and parents and students are actively involved in the process of making special educational provisions.

Q3 Academy Langley offers a broad and balanced curriculum that is designed to meet the needs of all students. The academy is committed to providing an inclusive education environment, and it strives to ensure that all students can succeed.

### Next Steps:

- Supported learners in KS4 will follow more accessible courses alongside their GCSE/ Vocational qualifications including Entry Level and Functions Skills.
- Introduce Design Technology in KS4.
- Consider a wider range of lunch time activities including a quiet space for some children to eat and pictures of meal choices to support those with anxiety over food choices.
- Consider influencing the transition arrangements at a Local Authority (LA) level to standardise not just data but also contextual information about individual pupils and families, such as involvement with family support workers, Sandwell Children's Trust, etc. drawing on existing good practices with some feeder primary schools.



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### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

The teaching and learning approaches are very deliberately designed to optimise learning using research to inform practice. For example, corridors and classrooms have a stripped-back feel with minimal visual distraction which reduces cognitive load. Quiet corridors and single-file walking helps ensure calm transitioning between lessons where pupils are given 90 seconds to move to their new destination. This is supported by a 90-second burst of music which is used to help pupils to know exactly how long they have.

Consistency and a sense of belonging are supported by using a primary inspired model for each year group whereby each year has a designated space in the school, so transitions are minimised, and the school feels more personalised. This is supported by subject staff often teaching only one-year group which reduces planning but also helps develop close relations between pupils and staff. Pastoral teams are situated in each year group space and in this way are embedded in the heart of the learning environment to always optimise pupil engagement through early intervention.

The academy uses a variety of teaching and learning strategies to ensure that all students can succeed. These strategies include:

- **Teach Like a Champion (TLAC) strategy:** these strategies are designed to help teachers create engaging and effective lessons. They include things like using clear and concise language, asking probing questions, and providing immediate feedback.
- **Differentiation:** this is the practice of adapting lessons to meet the needs of all students. This can be done by providing different levels of support, using different materials, or varying the pace of the lesson.
- **Class Charts:** this is a platform that provides teachers with information about students' individual needs. This information can be used to differentiate lessons and provide targeted support.
- **ACE provision:** this is a program that provides additional support for students who are working at a primary school level. Students in this program are taught in smaller groups by primary school specialists.
- **Heads of department meetings:** these meetings are held every Monday to discuss lessons that are planned for the week. This provides an opportunity for teachers to share ideas and get feedback on their plans.
- **SLT Links:** these are senior leaders who are responsible for overseeing a particular department. They QA lessons before they are presented to students to ensure that they are inclusive and meet the needs of all learners.
- **Robust behaviour policy:** the academy has a robust behaviour policy that is designed to create a focused learning environment. This policy includes things like a four-stage system for dealing with misbehaviour, Live Feed, and SLT behaviour walks.



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The academy is committed to providing all students with the opportunity to learn and succeed. The teaching and learning strategies that they use are designed to meet the needs of all learners, regardless of their individual needs. Lessons take the form of three 100-minute sessions in a day which is something the pupils look upon as a strength. They recognise that this reduces unnecessary transition and say that they do not feel 100 minutes long as they always have something to do such as quizzes or assessments. They also understand that it allows them to really explore their learning in depth and achieve mastery.

All staff have a black planner that contains subject-specific and personalised information. The teaching and learning handbook and staff almanac are also contained in the planner together with the latest version of Keeping Children Safe in Education (KCSIE). There is also a marking log for each class group which helps identify common misconceptions, pupils deserving of praise and inform planning. This attention to detail is central to creating the consistency that underpins the success of the school. As a result, staff feel valued and enjoy working in the school describing it as a very fair place to work.

### Next Steps:

- To ensure that the academy is up to date with new innovative methods to enhance inclusivity (primarily through the Education Endowment Foundation). It is crucial that the academy keeps up to date with developments within education. The academy will also continue to visit other schools to gain access to the methods of others (nationally) so that good practices can be replicated within the academy. Finally, Trust-wide support will continue to be sought to ensure there is consistency in the approach to inclusivity across the Mercian trust.
- Look at apprenticeship levy to fund staff courses inc Ph.D., Masters.



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### Element 5 - Assessment

The academy uses a variety of assessment strategies to ensure that students are learning and progressing. These strategies include:

- **Independent learning tests:** these tests are administered on a weekly basis to assess students' understanding of the material that they have been learning.
- **Silent and apply:** this is a time during each 100-minute lesson when students are given the opportunity to practise the knowledge that they have learned.
- **Assessment weeks:** these weeks are dedicated to assessing students on what they have learned during a particular cycle.
- **Spiral learning:** this is a method of teaching that involves revisiting concepts and skills throughout the curriculum. This helps students to build their understanding of the material over time.
- **Written and verbal skills:** the academy encourages students to develop both written and verbal skills. This is done through a variety of activities, such as essays, presentations, and discussions.
- **Target setting:** every student is given an end of Year 11 target. This target is used to track students' progress and to identify areas where they need additional support.
- **Parent consultation evenings:** these evenings are held to discuss students' progress with their parents. This is an opportunity for parents to ask questions and to get involved in their child's education.

The academy is committed to providing all students with the opportunity to learn and succeed. The assessment strategies that they use are designed to measure students' progress and to identify areas where they need additional support. This helps to ensure that all students can reach their full potential.

Pupil passports exist for SEND learners that are shared with all staff which include what they want to achieve, areas of strengths and weaknesses as well as strategies to support their learning.

PP funding is used to ensure that pupils have all the equipment they need to access learning and so is used to support teaching and learning.

### Next Steps:

- The academy has already started to move towards optical mark recognition for assessments. At present, this would represent 15-20% of a typical summative assessment. However, the academy aspires for this to increase to between 30-40% in the future. This would allow students with learning difficulties another platform from which to complete their assessments and examinations.
- Explore the use of technology for assessment purposes such as Century or Learning by Question to allow real-time assessment to correct misconceptions and support responsive teaching.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

Pupils in the school are polite, well-mannered and take care of their appearance. They are proud of their school and wear their uniform with confidence because they feel a sense of belonging that has been carefully curated by staff. They are highly engaged in their work and transitional times are particularly well structured with clear expectations and high levels of staff supervision. Leaders understand that it is easier to prevent poor behaviour than to rectify it, so adopt a comprehensively thought-out approach to creating social norms, for example, the school has a no-phone policy which is accepted by pupils as it is just the way things are done in the school.

Teaching staff oversees one break per week with pastoral teams covering lunch times while teaching staff eat with pupils. This is something pupils value as one told me, "Teachers make us feel taken care of and talk to us at lunch time, so we get to talk to them outside lessons. You don't just see them as a teacher, you see them as a person as well."

The academy has a robust behaviour policy that is designed to create a safe and positive learning environment for all students. They use the 'broken window' approach to behaviour which determines that even small breaches of the behaviour policy can result in pupils being referred to the Right Path internal isolation unit.

Staff always look at behaviours as a potential manifestation of unmet needs and ensure that relevant support is given to those who get referred. In the history of the Academy there have only ever been two permanent exclusions, managed moves are used more frequently; however, the school always receives more pupils than they remove. This is because leaders see their responsibility as being to serve their community as a whole, not just those attending the school.

The behaviour policy is based on the following principles:

- **Positive reinforcement:** students are rewarded for good behaviour, and the policy emphasises the importance of building positive relationships with students.
- **Consistency:** the policy is consistently applied across the academy, and students know what is expected of them.
- **Support:** students who are struggling with their behaviour are offered support to help them change their behaviour.
- **Consequences:** students who break the rules are given clear consequences, and these consequences are designed to be proportionate to the severity of the misbehaviour.

The academy also has a strong focus on character education. Students are taught about the values that make up good character, and they are encouraged to develop these values in their own lives. The academy believes that character education is an essential part of a well-rounded education, and it helps students to become successful in all areas of their lives.



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Some of the ways that the academy promotes character education include:

- **Teaching about character values:** students are taught about the values that make up good character, such as honesty, integrity, respect, and responsibility.
- **Modelling good character:** staff members model good character in their interactions with students.
- **Creating opportunities for students to practise good character:** students are given opportunities to practise good character in their interactions with each other and with staff members.
- **Recognising and rewarding good character:** Students who demonstrate good character are recognised and rewarded.

The academy believes that character education is an essential part of a well-rounded education, and it helps students to become successful in all areas of their lives.

Pupils have a positive attitude to school, and they were keen to tell me about their school. Some of these conversations included:

- “Pastoral teams are easily accessible their door is always open, and they can help reset pupils”.
- “Sports day has been amended to include everyone such as making events wheelchair friendly”.
- “We identify who we want to speak to on our passes for safeguarding so we can name our chosen staff members”.

Pupils also feel represented in the curriculum and by the role models around them with one pupil providing a neat summation by saying, “Poems for GCSEs particularly have improved by featuring immigrants and women. We can also see ourselves in our teachers and that lets us know we can go on and achieve.”

### Next Steps:

- Reasonable adjustments will continue to be made for all students who have additional needs, Education, Health and Care Plan (EHCP) or SEND. All students’ plans will continue to be updated and adhered to and all Department of Education (DfE) regulations both present and future will continue to be adhered to, to ensure the academy is compliant. The academy has recently undergone a full transformation of its personal development curriculum led by Dan Snell (Associate Vice Principal). This will continue to be a priority for the academy for the foreseeable future. PSHE is included within the knowledge organiser (Q4K) as well as being discussed in lunch assembly each Monday.



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### Element 7 - Parents, Carers, Guardians

Q3 Academy Langley is committed to building strong relationships with parents/carers/guardians. Here are some of the ways that the academy does this:

- **Large pastoral teams:** these teams are designed to ensure that staff are available to deal with parental concerns throughout the day. This includes taking phone calls and holding parent meetings where necessary.
- **Parental consultation evenings:** these evenings provide opportunities for parents/carers/guardians to meet and discuss their child with teachers, pastoral teams, SENCo, and members of SLT. These take place on numerous occasions throughout the year and attendance is very good.
- **Clear communication:** the academy communicates updates clearly across its social media platforms, through letters, the academy website, and the weekly newsletter.
- **Ofsted Parent Voice Review:** the academy's Ofsted Parent Voice Review showed that 100% of parents/carers/guardians feel they are communicated with, understood and valued by the academy.
- All staff make at least three phone calls home per week.
- Data is shared with pupils four times a year, so they are clear on expectations.

The school builds trusting relationships with parents/carers/guardians. By doing so, the academy can ensure that all students are getting the support they need to succeed. For example, a working party was created with parents to explore how halal meat can be incorporated into meals. This was a potentially emotive subject but by involving stakeholders a working agreement was reached so that halal meat is served on Tuesdays with Thursday being meat-free and Friday having fish served.

An anti-racism parental group also meets half-termly to discuss introducing and embedding new religions or practices. Parents value the calm learning environment and the routines and consistency that allow pupils to thrive.

#### Next Step:

- Consider re-imagining the parent group to act as sounding board and link to community.





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### Element 8 - Links with Local, Wider and Global Community

Q3 Academy Langley is committed to building strong relationships with the local community by:

- **Staff having the opportunity to access local areas to enhance learning:** this allows staff to bring the curriculum to life and provide students with real-world experiences.
- **Staff attending CPD sessions delivered internally and by external providers:** this helps to ensure that staff are up to date on the latest teaching methods and can provide the best possible support for students.
- **The school works alongside several external partnerships:** this allows the academy to access a wider range of resources and support for students.
- **The academy provides enriching activities for students:** this helps to ensure that students are exposed to a variety of experiences and can develop their interests.
- Cadets meet every Thursday after school and all pupils are welcome to attend. They undertake visits and residential learning a range of skills and opening new opportunities such as flying lessons. This has resulted in some pupils choosing a career in the armed services that they may otherwise have never considered. Similarly, participation in the Duke of Edinburgh Award Scheme has opened new experiences and opportunities for young people.
- The school works closely with the LA to support other schools across a range of areas such as attendance, social service interventions, strengthening families and external referrals.

#### Next Steps:

- The academy is in constant collaboration with other schools to share good practices. The academy has also recently published a video on the digital child which was a cross-collaboration between Sandwell Council, West Midlands Police, National Society for the Prevention of Cruelty to Children (NSPCC), and other external agencies. Through The Umbrella the academy has access to the following external provisions Motivatemetees, Kick Mentoring, MW Impact, Time to Think, WM Police, Counsellors, Mellow Minds, Believe2Achieve, Jonah's Project, Microsports, Mercian Trust Clinical Provision, Animal-Tastic animal therapy, SHAPE anti-bullying support, and Mercian Trust Art Psychotherapy.
- The academy also provides a range of internal interventions such as Lego Based Therapy, Drawing and Talking therapy, Exam Stress Interventions, Music Tech Mentoring, FA Coaching, Relax Kids sessions, Weight Training, Sensory Rubiks Cube Club, Horticulture Club, GRIT club, and ceramics intervention. The academy aims to sustain, maintain and add to this to support our students.
- Increase inclusive advocacy across the Trust.