

## Enjoy and Achieve

### 3.1 Improve achievement for all children and young people throughout their learning journey

- Raise aspiration for children and young people
- Ensure high quality education provision through early intervention in coasting and failing schools
- Identify and take early action with regards to under-achievement and inequality
- Ensure strong leadership through improved induction and pastoral support of head teachers and professional development for staff
- Focus on strong Governance through Governor training
- Support high quality teaching and learning within schools
- Focus on secondary schools with below 30% of learners achieving 5+ A\*-C GCSEs, including English and Maths (National Challenge)

### 3.2 Prepare all children to succeed

- Support parents/ carers to enable them to further support their child's reading and learning
- Encourage parents to get involved with their child's learning through engagement with schools, settings, libraries and family learning activities
- Ensure there is effective early intervention and support in place for children with additional needs, including the development of the Inclusion Development Programme for Early Years
- Provide additional support to parents whose children have specific or specialist needs through Early Support and Local Parenting Plans
- Provide universal and targeted support to improve Early Years Foundation Stage outcomes in communication, language and literacy (CLL) and in PSHE
- Ensure high quality childcare is available for children with LDD

### 3.3 Enable children and young people to attend, participate in and enjoy their learning

- Implement curriculum reforms across Key Stages to provide wider academic, vocational and cultural opportunities, and personalised learning
- Focus on the improvement of functional skills through the curriculum
- Ensure those children educated outside of school have access to high quality educational opportunities
- Ensure that all schools and settings have mechanisms to encourage participation and take account of the views of children and young people
- Focus on developing of school ethos to promote enjoyment and participation, and celebration of achievement
- Reduce the numbers of children not on school roll, and tackle persistent absence
- Deliver local proposals for a first class education for Looked After Children
- Increase the numbers of young offenders in ETE

### 3.4 Develop effective support for learners at all points of transition and transfer between schools and settings

- Improve the management of transfer and transition of children and young people within and between different schools and settings
- Identify and support vulnerable children for whom transition may be more challenging
- Provide increased and timely opportunities for cyp and parents to prepare transitions between schools and/ or other settings.
- Support children and young people moving between schools and/ or settings at non-standard times
- Provide effective support for LAC when transferring to a different carer

### **3.5 Improve access and inclusion to reduce disadvantage for vulnerable groups**

- Continue to implement the Inclusion Quality Mark in schools and early years settings
- Implement the SEN and Behaviour Review within the LDD Strategy
- Ensure participation and acceptance for vulnerable pupils to promote sense of belonging and positive self image
- Provide support disabled children to be fully engaged in leisure and learning
- Implement Vulnerability Checklist and entitlement across services
- Continue work to ensure our establishments and outdoor play areas are accessible to all
- Target work with specific groups to promote inclusion
- Ensure that all schools have a lead for young carers and they have the opportunity to engage in extended activities

### **3.6 Improve the network of service through well planned provision across the County**

- Implement Phase 1 of the SEN/Behaviour Review proposals
- Maintain up-to-date knowledge of need for services and access to them across the County
- Work closely with early years settings, schools and other partners to create joint developments which enhance local services.
- Broker collaboration between settings, schools, colleges and other learning providers to increase capacity for meeting individual learners' needs
- Broker collaboration between settings, schools and colleges for effectiveness and viability including the National Challenge
- Review and modernise school provision as appropriate to ensure equal access to stable and effective schools and support services across the County.