In 2012 thirty students from Lyng Hall school went on to university. They were the first in their family to do so. Twenty of them had a less than 20% chance of achieving 5A*-C GCSEs including English and maths when they joined the school in Year 7. In 2013, 116 students sat AS and A2 exams with a pass rate of 98%; 24% of them had a diagnosed special educational need. This paper will present a case study of how the school, in partnership with the Achievement for All developed a model for practice where every child and young person was given the opportunity to both aspire to and achieve.

Lyng Hall is an Achievement for All Quality Lead Specialist Sports College and Community School. Situated in Coventry, it has 700 students on roll, the proportion of pupils eligible for Free School Meals and those identified as SEND is above average. When Lyng Hall joined the Achievement for All programme, initially as a pilot school in 2009, it triggered a series of questions relating to their most vulnerable and disadvantaged learners- What is the point of the SEND register? What is the impact of the Individual Education Plans? And to what extent should school take responsibility for the barriers to learning that is attributable outside school? This provided a basis for change and a more focussed approach to strategic planning.

Creating an inclusive school involves the coming together of policy and practice centred on key issues of context. For Lyng Hall, the initial impetus focussed on three key areas- conflict between systems and procedures; showing the most difficult learners that they can achieve and asking teachers to reflect on why they became a teacher.

The case study focuses on how a flexible curriculum was introduced to ensure pupils came before the policy or the system; data is used to change the curriculum for individuals. Pupils are taught what they need to allow them to achieve their full potential.

The research findings (including analysis of progress data and outcomes ) indicate that pupil progress trajectories, widely used to decide expectations for pupil progress and exam performance are now widely used to raise expectations and improve pedagogy. Pupil attendance, parental engagement and results have improved.

The significance of this paper is the impact of a social enterprise partnership that has enhanced the lives of a school community - achievement for all.