



	Whole school setting/school/college response. Universal Quality First teaching	Targeted support for individuals or small groups.	Specialised individual support
Learning curriculum	<ul style="list-style-type: none"> • Access to a differentiated curriculum • Access to differentiated resources to support a mainstream curriculum • Support from whole school behaviour and pastoral systems and policies • Access to a variety of options choices at KS4 • Access to a wide variety of extra curricular and enrichment activities • Access to Step Up resource base when appropriate • Access to additional booster sessions • Regular data collection and analysis to identify early underachieving subgroups and individuals • Continuous tracking and monitoring to identify underachievement • Reading buddies • DEAR • Rise and read • KS4 assertive mentoring • Lexia 	<ul style="list-style-type: none"> • Small class provision with differentiated/alternative curriculum model • Literacy intervention on 1-1 or small group basis for pupils falling below reading age 9.5 • Social skills group at Key stage 3/4 where appropriate supported by EPS • Anger management group work • Additional support staff mentoring and small group teaching for Maths and English • Allocated mentor for pupils studying under full or part time offsite provision • Additional taster sessions for college and offsite provision/learning • LAC mentoring • Maths intervention • English intervention • Pupil Profile • Core Skills teaching group 	<ul style="list-style-type: none"> • ESA allocated where appropriate and funding allows dependant on need and resources available • Access to specialised equipment to support individual learning in consultation with appropriate external services • Access to appropriate external services and agencies



<p>Support (Achievement, emotional and Physical) and wellbeing</p>	<ul style="list-style-type: none"> • Allocated KS4 mentor from year 11 • Continued support through the pastoral system and Year Leader structure including allocated form tutor • Mentors available in KS3 to match need • Weekly mentor meetings with ESA for pupils with an ECHP or MSP • Peer to Peer support • Extensive programme of PSHE 	<ul style="list-style-type: none"> • All children with a statement to have access to an SEN mentor • Allocated EAL mentor • Additional transition morning for vulnerable pupils • Additional transition morning for pupils who will access core skills • Allocated LAC mentor 	<ul style="list-style-type: none"> • Access to external services and support through individual referrals as appropriate • Allocated KS3 mentor where appropriate • Allocated transition mentor • Access to Pupil support worker to facilitate CAFs and CIN where appropriate
<p>Teaching approaches</p>	<ul style="list-style-type: none"> • All teaching staff, and selected support staff, to receive training for inclusion through CPD • All staff have access to Teaching and Learning focus groups to assist with resources and differentiation • ITT students to have dedicated inclusion and differentiation training 	<ul style="list-style-type: none"> • Highly differentiated core skills curriculum with specialist teachers and increased support where appropriate • ESAs to receive a programme of training throughout the year to promote independence with individual pupils 	<ul style="list-style-type: none"> • Support within the classroom environment through the use of ESA • Support from Step Up resources base for individual lessons, with a priority on English and Maths

