

**Provision Map**

**Supporting Guidance and Information**

1/1/2014

SENCO: Miss Ceri A Smith

## Provision Map supporting guidance and information

### Standard Practice

Differentiated curriculum planning, activities, delivery and outcome. Use of ICT to support literacy. Key words, writing frames, modelled answers to support literacy

See Staff handbook. Section D1-D18 (Appendix 1)

Support for staff in implementing modified materials/differentiation. SENCO/Teaching Assistant available for discussion-advice. Strategies provided.

SEN Handbook and 'Ways of working' booklets (Appendix 2& 3)

Annual Leadership and development time with staff (L&D calendar – Appendix 4)

Informal discussions with learning support staff happen regularly throughout the school

### Spelling Policy

Please see appendix 5

### Fix-it Time and marking policy

Please see appendix 6

IEPs – Please see attached guidance sheet (Appendix 7) for more details

### Compulsory Reading programme with tutors DEAR

Secondary schools are expected to take responsibility for ensuring that all students have a functional reading age and that they can read for meaning. There is a marked drop in their reading progress once leaving primary school and the Government's expectation is that this downward trend is addressed.

The English department has already undertaken a fortnightly reading session in the library so students should have a book on the go. We are introducing a DEAR (Drop Everything And

Read) session to be carried out each Monday tutor time. The expectation is that all students, and staff, take the time to read for pleasure. It is important that this is also adopted by staff to promote the ethos that skill level and age are not barriers.

Students should come prepared for Monday tutor time and not be allowed to change their books during this session. As a classroom back-up, age (and subject) appropriate books and magazines to hand out in an emergency. For those reluctant readers I find magazines and 'Guinness World Records' type books brilliant.

### Fortnightly English reading lesson

All students in years 7-11, have an hours reading lesson built into their timetable each fortnight. Here, they are expected to read quietly, using the library resources to help them develop a passion for reading and help to improve their skills

### Lunchtime supervision in school canteen

There are two teaching assistants available in the school canteen each day. They are responsible for disabled students and supporting their needs. They also support students who have social difficulties and feel safer and happier where an adult is nearby. Up to 10 students use this resource each day

### Lunchtime homework club staffed by SEN TAs. Lunchtime play and activities club staffed by SEN TAs

Students of all abilities come to learning support at lunch time where there are 2 members of staff available to support them with both their homework or support them in their social interactions by organising activities.

### Input from outside agencies: SIS (visual and hearing), CAMHS, NSPCC, Children and Young Peoples services, School Nurse, IAG, LSAT, behaviour support service

The school uses a large number of external agencies in order to support the students' needs. Teaching assistants and learning mentors as well as middle-senior leaders meet these agencies regularly in order to ensure they receive targeted support on offer

### OM and the PLTS

Please see Appendix 8

## Overview

### After School Club: E+M=C<sup>2</sup>

The focus of our club is to target English and maths skills which require improvement – we intend to provide the support and guidance required to extend pupils knowledge as well as provide them with the confidence they desire.

Our club aims to be a welcoming and enjoyable environment where they can build social skills whilst playing games and taking part in activities which in turn allow them to practice certain maths and English skills.

Over the course of our club we have been able to judge the most popular and effective activities and games, and although we try to vary every session, there has become a trend. Our most popular activities are hangman, bingo, Monopoly, card games, online maths/English games, word searches, dominoes and Scrabble

### Anger Management Sessions; Learning Mentor

Anger Management has been delivered on a 1:1 basis up until now.

Subject matter includes what is anger? Identifying the triggers? Understanding feelings; what causes your anger? Learning to think differently; anger management techniques and learning to relax.

Students have been referred for anger management usually from SLT. However this term we are going to try a mixed age and gender group

### Learning Mentor; working with individuals

The school's learning mentors work with a wide range of students who are highlighted due to lack of progress or concerning behaviours/social and emotional difficulties. They also mentor students who are pupil premium. Support for each student is different and can involve a number of external agencies through the EHAF process. The learning mentors also run programmes such as SEAL, anger management and 'Stacey's Trust'. A number of students the learning mentors work with are on the special educational needs register, although this is not a deciding factor when choosing those to work with

### TA Mentors

Teaching assistants meet with students who are at SA and SA+ on the SEN register to discuss progress and general feelings towards school. Targets are set and reviewed regularly and

data is used to measure progress. Progress of meetings is recorded in a folder and kept in the office in learning support

### TA tutor time session

Teaching assistants meet with students either 1:1 or in a small group to help to develop areas of weakness. This can include reading/spelling/speech and language skills as well as emotional behavioural and organisational support. Progress of meetings is briefly recorded in a file and kept in the office in learning support

### Keyworkers

All students with a statement of special educational needs are assigned a keyworker in the form of a teaching assistant. They are responsible for day to day general support, some support in the curriculum and mentoring. The teaching assistant is also responsible for the students' IEP, attending annual reviews, keeping in contact with parents and sharing information with TAs, teaching staff and the SENCo as appropriate

### TA support in lessons

Teaching Assistants support many pupils within lessons. These are largely based around statemented students but, also include other SEN students with specific needs and pupil premium students.

Within the lesson, teaching assistants are guided by the teacher to support members of the class in different ways. They are to encourage independent learning and to provide support to help the child access a given task.

Staff and TAs work together to complete a '3 step plan' (included in appendix 2) at the start of the year and review it throughout. This focuses the support and how it should be used within a class. They also use the IEPs to record 'what works, what doesn't and what next' and share good practice with others.

### Tutor time reading

A reading programme has been set up in order to give students support in reading. This may be supported by either a teaching assistant or a sixth form mentor. Targets are set for the start of the sessions and reviewed after 12 weeks

### Key worker-1:1 lessons

Some students have 1:1 support with a tutor and are withdrawn from a subject area. This could be for one lesson per week, or could be a full withdrawal from a subject. The 1:1 support may be to support subject areas with extra time (e.g. GCSE courses) or could take the form of mentoring, completing a piece of work (e.g. social stories) or for physiotherapy/swimming. The key worker keeps a note of what activities go on each session and record them in the 'withdrawal' folder in the SEN office

### ASD support

1:1 support linked specifically to ASD needs. This can take the form of a 1 hour session 1:1; or shorter but more regular 20 minute sessions throughout the week

### Withdrawal: Time

A new withdrawal session has recently been implemented. Pupils will be withdrawn on a fortnightly basis to work in small groups to learn to tell the time. The sessions will be one hour long and run on a twelve weekly rota (each group will receive six lessons), after which new pupils will be selected. A target is set upon the initiation of each group; this will be reviewed during the sixth session. Each group will be reevaluated to ascertain their progress since finishing the sessions.

The initial focus will be to concentrate on understanding time and the basics of reading a clock. This will progress throughout the sessions. Content covered will rely on how well pupils grasp each topic.

Pupils will work individually on work sheets, whiteboards and mini demonstration clocks, however will also have the opportunity to work as a group to complete tasks on the interactive whiteboard (during games and practice sessions using large diagram clocks). This allows a "hands on" approach, aiming to engage the pupils in every task and allow their confidence to excel.

Homework will be set to ensure pupils are practicing in their own time between sessions.

### Annual Review Meetings

Students with a statement each have an annual review meeting where parents, the SENCo, keyworker and any active external agencies join to discuss progress and set new targets relating to the statement

### Assessment screening and identification of exam access arrangements

Please see Appendix 9

### Use of Laptop

A number of students are able to use laptops in school in order to complete extended written tasks. The school have a bank of 8 computers that are available for this reason. All students who use laptops as their 'normal way of working' are able to use them under examination also

### Physiotherapy

The school has a physiotherapy room that students with a physical disability can use as often as necessary. Teaching assistants work closely with qualified physiotherapist and occupational therapists to meet the needs of the students who access the facility

### Swimming

Some students may also require time in the pool to keep them as active as possible, perhaps as an alternative to PE, or as an additional activity to support their health needs

### Home study skills books

The school has some bespoke booklets designed to support parents working with their children at home, or for students to work with a teaching assistant/mentor during lunch time. Booklets are at a range of levels and cover the core subject areas. Students can bring back work in for marking, and will then meet with their designated member of staff for 1:1 feedback and targets for the next phase.

### Home-school diary

A number of students have a home-school link diary for parents and staff to communicate with each other regularly and to express any concerns to each other regularly and effectively. The key worker or mentor will check the books daily and act on anything that needs looking at as soon as possible.

### Text to speak

This is a free reading app called Natural Reader. Students are able to convert their written work into text to allow better editing skills. It is also useful for poor readers as web pages can also be read by app. It is currently available on the 8 laptops kept in learning support.

### Kindles

There are 12 Kindles which are currently being used by 2 low ability English classes (one further kindle will be used to add English compulsory reading texts).

It is too early to retest reading and spelling and it wouldn't identify the Kindles as causing the improvements as several other reading initiatives have been introduced during this period: 20 minute weekly DEAR session and a fortnightly hour in the library.

What I can comment on is the attitude to reading on the Kindle (year 9 boy heavy group), notably, the text-to-speech function which reads the book to them. Most of the students in this class have less than functional literacy skills and it allowed them access to novels which were age appropriate rather than reading age appropriate; the thrill they experienced from motoring through and understanding a book made them look forward to reading sessions, often requesting more reading time. 4 students had Kindles or tablets for Christmas and are happily enjoying reading at home. 8/13 students are now reading electronically at home.

There have been some set-up issues with the wireless connection and the new books to be added: the Kindles need to be taken home to complete the downloads. This is manageable as we only have 12. We are not allowing the Kindles home as a 'responsibility agreement' needs to be written and the security settings/internet access need to be secure to avoid accidental (or deliberate) purchasing. This is a disadvantage as the gap between reading sessions means that the total immersion in the story is lost and they sometimes struggle to remember the plot.

Overall, the Kindles have been a success in the students' eyes, however, the difficulties in managing them would suggest other reading devices should be considered until Kindle have ironed out all the kinks – when I spoke to Amazon about this they stated that the system they use in America is much more sophisticated and efficient but they were unsure when this technology (Whispersync) would be coming to England.

### iPad Mini's

To be held by the library with pupil premium students being cross-referenced with student with below functional reading ages as the first target group. The library is going to purchase some high-low readers from the Rising Stars range to help combat low self-esteem and encourage reading for pleasure.

### Grief Counselling

Stacey's Trust is a support group aimed at 11 - 18 year olds who have lost someone special in their lives through bereavement. This special person could be a parent, sister/brother, grandparent or friend.

The groups are informal and limited in size to 8 members. It is hoped that the sessions will allow the young person to express their feelings and actively remember the person who has died. Some of the sessions will focus on feelings, memories and coping.

We provide a safe, supported and friendly environment for young people to meet others, who are in the same situation. They can give and receive their support though their bereavement from others in the group.

### Exam preparation support

All subject areas offer additional support before exam time to help students with revision, preparation and reaching their full potential. The +2 programme is run by tutors, who help students allocate two subjects in which to aim for a higher grade. The Extended Leadership Team also mentors students who are not reaching their full potential, particularly in English and Maths. Revision sessions are put on and a signposting document is produced so students are able to elect sessions to go to. There are also rewards for those that do attend, including the Easter revision school. Breakfast revision sessions prior to exams allow for good preparation on the day and include water and a breakfast snack to ensure students are as ready as they can be.

### Irlen's syndrome support

Students who have been diagnosed with Irlen's syndrome are provided with exercise books, worksheets and paper with the appropriate colour. A set of overlays are available in learning support and teachers are expected to change the background of any PPT etc that is displayed on the whiteboard.

### Personalised English Intervention Programme

This intervention programme was initialised in May 2014 as an additional support network to the existing intervention programmes at BES. The process is organised by a Newly Qualified Teacher who has had previous experience working with SEND students as a Teaching Assistant and who has completed a SEND Pathway alongside her PGCE qualification.

The aims of the Personalised English Intervention Programme (PEIP) are to cater for individual needs for students who are underachieving, with a key focus on SEND and Pupil Premium students. When first wave intervention teaching is not having an impact on pupil progress, students will be referred to this programme for an agreed period and will complete a questionnaire of what they feel that their needs are and will complete short activities to provide data and inform planning for the intervention period.

Activities during this programme vary according to individual needs; however the English Department's 'Word of the Week' is regularly used for phonics, dictionary look up and sentence structuring exercises and a range of grammatical activities are included in the programme. If a student finds reading problematic the programme provides support with letter cognition, formation and dictionary tasks to aid spellings. Reading sessions are also provided for these students, who are asked to read odd words and sentences to build up their reading. There are a range of resources being constructed to suit the needs of a range of students, in order for every student's needs to be met.

The progress of each student will be monitored closely and their overall progress will be assessed via a questionnaire and by reassessing them on a similar task to that which they were contending with at the beginning of the process. This data will allow staff involved to make an informed decision on the next steps for each student's plan of action to make their required progress.

## Year 7

### SEAL

Students are selected to participate in SEAL following either a concern from their parents, Tutor, OM teacher the Deep support team, or as a request from another outside agency i.e Ed Psych.

The group never consist of more than 8 students and the content varies depending on the concerns that teachers and the students have.

Subjects that have been covered are listening skills, organisational skills, positive thinking joining clubs and making friends and considering others thoughts and feelings.

The SEAL project started in 2011 and to date 34 students have participated.

Students participate for 1 hour per week for approximately 7 weeks (this is dependent on if a subject has led to further discussion the students are encouraged to explore this and resolve any concerns and problems they have had, students are given time and are not rushed)

### Rising Stars Programme

The Rising Stars programme is a bespoke course that concentrates on developing skills for learning as well as giving additional support in the core subject areas of English, Maths and Science. The 'rising stars' programme will replace French lessons for selected pupils in year 7 and will therefore allow for an additional 3 or 4 hour focus on these areas each fortnight. The table below outlines the topics covered throughout the year.

<u>Yr</u>	<u>Sept/October</u>	<u>Nov/Dec</u>	<u>Jan/Feb</u>	<u>Mar/Apr</u>	<u>Apr/May</u>	<u>June/July</u>
<u>7</u>	<u>Basic Skills</u> -Learning to Learn	<u>Literacy</u> National Strategies: Introducing sentences	<u>Basic skills</u> French project	<u>Confidence in learning</u> SEAL (Social and emotional aspects of learning)	<u>Numeracy</u> Four rules of number	<u>STEM</u> Science, Technology, Engineering and Maths

### Transition Support

Students with Special Educational Needs can often struggle with the transition from primary to secondary school. The school offers a number of support mechanisms to help here. The SENCo is available to go to meetings with the primary school prior to transition and organises visits to school for students and parents. The schools' learning mentor and progress managers meet all pupils coming up the following September and feedback important information to the Learning Support Department. The school has a teaching assistant who works with Woodlands in their transition programme for students with ASD in order for them to become for familiar with settings, timetables and have a point of contact in school. Finally, as well as the day visit and parents evenings arranged for all pupils,

learning support holds a transition morning for all pupils on the register at school action plus or who have a statements. Parents join for the first part of the day, then leave the students to carry out activities that largely revolve around thinking skills and social activities.

### Sound

Please see Appendix 10

### Withdrawal for English (see appendix 11)

**Letters and Sounds grammar and spelling:** small group work which looked to increase knowledge of spelling strategies and increase grammatical awareness

**Synthetic phonics programme:** small group withdrawal to increase phonological awareness and increase knowledge of spelling rules and patterns

**Hickey Multisensory language programme:** helping dyslexic students, and those with dyslexic tendencies, develop phonological awareness. Currently run with one student 1:1

I hope to develop a new programme which incorporates the best bits of the above once my specialist teacher training is complete.

### Withdrawal for Maths

Maths withdrawal has recently implemented a new system. Pupils will be withdrawn fortnightly out of their maths lessons and work in small groups on specific target areas. The sessions will run on a termly rota and new pupils will be chosen by the class teacher. Topics will be decided by class Teacher and be implemented by TA.

Year 7 –

Areas targeted may include; **long multiplication, long division, decimal numbers, negative numbers, working with money and telling the time.** Pupils will work in pairs or groups of 4 to complete tasks. Many tasks set will be 'hands on' and pupils will work on whiteboards and group sheets, the aim being to make them engage with the task and hopefully feel confident within the less formal environment. Pupils will receive stickers/vivo's for their effort.

### Maths Mentors

The Maths Mentors are Year 9 and 10 students from Set 1 who have volunteered to mentor students in Year 7 and 8. Primarily, we target the students that did not achieve a Level 4 in maths at primary school, however the mentors are also available to help those that are lacking in confidence, have missed time off school or need to target a specific topic. All mentors have been trained and are provided with materials to use in these sessions. Sessions last 20 mins once a week and run for at least one academic term.

### Spelling and reading Testing

All students are tested in the first term of secondary school using the Vernon sentence reading and spelling tests. This information is recorded on SIMS for all staff to have access to in order to help inform their teaching. The results are also used to put withdrawal groups together for literacy including the sound training. Those students who have below functional reading and spelling ages will be retested regularly to ensure progress is being made and to assess the success of the withdrawal programmes in place.

## Year 8

### Rising Stars Programme

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8	<u>Basic Skills</u> project – life in the 60s	<u>Literacy</u> National Strategies: Reading between the lines	<u>Basic Skills</u> French project 'the French café'	<u>Confidence in learning</u> SEAL	<u>Numeracy</u> Working towards level 5 (national strategies)	<u>STEM</u> Science, Technology, Engineering and Maths
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Areas targeted may include; **long division, decimal numbers, negative numbers, working with money, fractions, shape and telling the time.** Other target areas will be set by the class teacher, tailored to the pupils needs. Pupils will work in pairs or groups of 4 to complete tasks. Many tasks set will be 'hands on' and pupils will work on whiteboards and group sheets, the aim being to make them engage with the task and hopefully feel confident within the less formal environment. Pupils will receive stickers/vivo's for their effort.

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## Year 9

### School Pathways:

#### **Development Stage Pathways**

All students are different and for this reason we have suggested an appropriate pathway within which you should make your choices.

#### **There are strict entry requirements to each pathway:**

**Orange Pathway** - students will be secure level 6 in English and Mathematics by the end of the Autumn Term in Year 8.

**Blue Pathway** - students will be secure level 5 in English and Mathematics by the end of the Autumn Term in Year 8.

**Purple Pathway** - students will not yet be secure level 5 in English and Mathematics by the end of the Autumn Term in Year 8.

**Yellow Pathway** - students will be attaining significantly below their peers in English and Mathematics by the end of the Autumn Term in Year 9 (typically grade E or below).

#### **How are students allocated to pathways?**

##### Year 8 into 9

When deciding upon a development stage pathway for your child, the following information is used to inform the decision making process.

- Prior attainment on entry to the school at the start of year 7 - ie. English and Maths SATs scores;
- Progress and attainment in the current academic year;
- A discussion at senior teacher level about the suitability of students on each pathway.

English and Maths are of vital importance to your child, both as discrete subjects but also because the skills they develop impact significantly on so many other subject areas. This is why scores in these subjects are used as a key factor in this decision making process.

#### **Orange Pathway**

- Typically, students will be in the higher ability band at KS2 in English and Maths - Level 5;
- Typically, students will be working at level 6 or above in English and Mathematics at PPM1 - October

#### **Blue Pathway**

- Typically, students will be in the middle ability band at KS2 in English and Maths - Level 4;
- Typically, students will be working at level 5 in English and Mathematics at PPM1 - October

## Purple Pathway

- Typically, students will be in the low ability band at KS2 in English and Maths - Below Level 4;
- Typically, students will be working at level 4 in English and Mathematics at PPM1 - October

## Purple pathway

### ASDAN ENGLISH

The ASDAN English Short Course aims to increase young people's literary and literacy understanding by developing skills in reading and writing, inferring meaning, developing presentational skills and honing their vocabulary.

It is a flexible, multi-level award which can easily be tailored to meet the needs of individual students. It provides a standalone certificate of achievement and also offers progression into nationally recognised awards and qualifications

### Arts Bronze award

The Bronze Arts award covers four key areas:

- A. An arts activity, anything from dance to creative writing to beat boxing.
- B. Being an audience member at an arts event (visit an exhibition, watch a play or gig, visit an arts festival)
- C. Find your arts hero or heroine, research their story, and discover how they got to where they are today.
- D. Share skills by helping to run a workshop or by giving a demonstration to others.

Students will build a portfolio of ideas and activities in their own personal style and format.

The portfolio will be an A3 sketchbook and series of videos & photos – all made by you!

The course is a nationally recognised qualification and carries a level 1 certificate upon completion

### Duke of Edinburgh bronze award

The award is achieved by completing a personal programme of activities in four sections:

- **Volunteering:** undertaking service to individuals or the community
- **Physical:** improving in an area of sport, dance or fitness activities
- **Skills:** developing practical and social skills and personal interests
- **Expedition:** planning, training for and completion of an adventurous journey.

The wider skills that are developed as a result of the Duke of Edinburgh Award are recognised nationally.

## Pre-GCSE project based learning

We have found the course to be very successful with those students who have been selected to follow the purple pathway (previously green) – many students claim to enjoy the lessons and feel they are given the opportunity to embed more skills and become more effective learners.

Those students who go on to follow the purple pathway in year 10 are able to take these skills into their core GCSEs and Key Skills course, and can choose from a wide range of courses that allows them to continue their education. Vocational courses and work placements are available to help those pupils who have an interest in pursuing a career in a particular field such as hairdressing or Construction. Others will choose 1 additional GCSE as an option choice.

Some of the students on the purple pathway however, will develop the skills and maturity to cope with the demands of the blue pathway. Just over half of pupils currently on the purple pathway have achieved this this year (2 here to talk to you)

The course looks specifically at developing the skills required to be able to complete GCSEs in years 10 and 11 as well as basic literacy and numeracy skills. The table below outlines the topics that will be covered from June 2014.

<u>Teacher 1</u>		<u>Teacher 2</u>
<u>Duke of Edinburgh Award (Bronze)</u>		
<u>Arts Award (Bronze)</u>		
<u>Maths – Study plus module</u>	<u>Literacy, numeracy and study skills taught throughout</u>	<u>Sustainability to include John Muir Award</u>
<u>Crime and Punishment</u>		<u>Literacy – study plus module</u>
<u>STEM – Earthquake proof buildings</u>		<u>Enterprise project</u>

## Blue

Many students follow the 'Blue Pathway' throughout Years 9, 10 & 11. As well as their core subjects, students choose two subjects to study in each of the three years from the extensive range on offer. These include GCSE subjects, BTEC subjects, OCR National subjects, AS level subjects and other approved qualifications. Some students will be *expected* to take a booster course in English and Mathematics (study plus) This is for

students that may need extra support to achieve a C grade in these core subject areas and takes the place of one of the six options.

### Orange

Students in the 'Orange Pathway' are likely to be in the higher ability band upon entry to KS3. They will follow a Core diet of English, Math, Science, Religious Education and Physical Education. Students will take two GCSE options per year 9-11, in a year; one choice will be from option A and the other from option B. However they will be required to take two EBACC option subjects as two of the six option choices: One must be a language, the other a humanity.

### Study Plus (1 year course available years 9-11)

Study Plus is an intervention programme for Key Stage 4 pupils that is designed to raise standards at GCSE, principally in English and mathematics, but also in other GCSE subjects by improving literacy, numeracy and learning in general. Ideal candidates for Study Plus are those pupils who, when in Year 9, are predicted by teachers to attain D or E grades at GCSE but have the potential to do better.

A key feature of any Study Plus course is that it does not follow a set syllabus or specification but is designed specifically for a particular group of pupils whose learning needs have been identified. Students study a variety of units that allow them to explore rich mathematical areas in depth and apply their mathematical knowledge in real life contexts. They are encouraged to make connections between different areas of maths and develop their problem solving skills. The course also highlights different representations of mathematical ideas and develops student's confidence in presenting and discussing mathematics.

### English Withdrawal (see appendix 11)

**Letters and Sounds grammar and spelling:** small group work which looked to increase knowledge of spelling strategies and increase grammatical awareness

**Synthetic phonics programme:** small group withdrawal to increase phonological awareness and increase knowledge of spelling rules and patterns

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## Maths Withdrawal

Maths withdrawal has recently implemented a new system. Pupils will be withdrawn fortnightly out of their maths lessons and work in small groups on specific target areas. The sessions will run on a termly rota and new pupils will be chosen by the class teacher. Topics will be decided by class Teacher and be implemented by TA.

Areas targeted may include; **decimal numbers, negative numbers, problem solving, working with money, basic algebra and telling the time.** Other target areas will be set by the class teacher. Personal finance skills may be incorporated for Year 9's, tailored to the pupils advancing needs. Pupils will work in pairs or groups of 4 to complete tasks. Many tasks set will be 'hands on' and pupils will work on whiteboards and group sheets, the aim being to make them engage with the task and hopefully feel confident within the less formal environment. Pupils will receive stickers/vivo's for their effort.

## Year 10

### School Pathways:

#### Year 9 into 10

At the end of year 9, **purple pathway** students are allocated onto curriculum pathways for year 10. They will either follow the **blue pathway**, allowing students to study two GCSEs in year 10, or the **yellow pathway**, where they will benefit from some alternatives to a pure GCSE diet. For example, students may choose to study a vocational course or Key skills; this may or may not be alongside on GCSE option.

When making a decision, the following information is used:

- Working at grade in Maths and English
- GCSE predictive data in Maths and English
- Progress made over the year across all areas of the curriculum.

English and Maths are of vital importance to your child, both as discrete subjects but also because the skills they develop impact significantly on so many other subject areas. This is why scores in these subjects are used as a key factor in this decision making process.

Year 9 and 10 students on the **orange pathway** or **blue pathway** remain on their previous pathway unless there are exceptional circumstances that means a change in pathway is advisable.

## Yellow

The '**Yellow Pathway**' is for Year 9 students who would benefit from an alternative to GCSE. Students are advised to consider choosing the Key Skills/ASDAN course alongside either a vocational course, a work-related learning course or just one GCSE level option. A second examination option can then be taken to study in Year 11.

### Key Skills (see also appendix 12)

The Key Skills course is run in a single option over 2 years. It is designed to enable students to develop some life skills as well as organisational, literacy and numeracy skills. The course carries no homework or exams and so supports the student in giving them more time to concentrate on their core subject areas.

### Work Experience

For those on the yellow pathway there is an opportunity to complete a 3 day work experience placement. Most of these placements will be local to Bridgnorth and concentrate on basic workskills rather than a career opportunity. However, those students who have a career in mind can opt to go to a related placement

### Work Placement (See also appendix 13)

Students who have a particular interest in a career can opt to spend one day a week in a work placement completing an NVQ level 1. The students can gain a clear understanding of the career pathway and what courses they need to take post 16 in their chosen area.

### Vocational Courses (see also appendix 14)

Local schools offer a small number of vocational courses including motor vehicle, hair and beauty and construction. The qualifications give an level 1 diploma and are a clear pathway in to level 2 courses that can be completed post 16

### Blue

Many students follow the 'Blue Pathway' throughout Years 9, 10 & 11. As well as their core subjects, students choose two subjects to study in each of the three years from the extensive range on offer. These include GCSE subjects, BTEC subjects, OCR National subjects, AS level subjects and other approved qualifications. Some students will be *expected* to take a booster course in English and Mathematics (study plus) This is for students that may need extra support to achieve a C grade in these core subject areas and takes the place of one of the six options.

### Orange

Students in the 'Orange Pathway' are likely to be in the higher ability band upon entry to KS3. They will follow a Core diet of English, Math, Science, Religious Education and Physical Education. Students will take two GCSE options per year 9-11, in a year; one choice will be from option A and the other from option B. However they will be required to take two EBACC option subjects as two of the six option choices: One must be a language, the other a humanity.

### Silver Arts Award (<http://www.artsaward.org.uk/site/?id=66>)

Silver Arts Award, a Level 2 qualification, has two units – Unit 1: arts practice and Unit 2: arts leadership. Doing Silver involves achieving an arts challenge, reviewing arts events, researching artists and arts organisations, and delivering an arts leadership project with other people.

Young people need to plan their work with an adviser and keep a record by creating their own Arts Award portfolio. Young people can pick their own style of portfolio – this could be a diary, video, website blog – or something different altogether. Silver has been designed for young people aged 14 to 25 and will take around 60 hours to complete

## Yr 11

### School Pathways:

#### Year 10 into 11

Year 10 students remain on their previous pathway unless there are exceptional circumstances that means a change of pathway is advisable

#### Yellow

Many of the courses completed in year 10 on this pathway will continue into year 11. Students who have opted to do a GCSE as their second option will choose another. Vocational courses, work placements and key skills will continue into year 11

#### Social Skills and Lifeskills work

Students who are making good progress in their yellow pathway choices and who have social difficulties will have the opportunity to have 1:1 time with a teaching assistant to help develop practical skills in these areas. Objectives are set at the start of the session and students plan and carry out the task. These include every day chores such as doing the shopping from a list, going to the Post Office to buy stamps and ordering food. Alternative activities include researching and organising a day trip for a small group which can then be carried through at a later date

#### Blue & Orange

Students continue on to take their 2 optional GCSE courses. In the core subjects, some students will have already banked their GCSE grades and will go on to do alternative qualifications. This may be to gain an additional GCSE in a related subject area (e.g. English Literature) or a level 1 course in a subject area such as personal finance to continue to develop a students' functional maths skills

#### ASDAN personal Finance

The ASDAN Personal Finance Award aims to increase young people's financial awareness and economic wellbeing by developing skills in earning and spending, managing money, making financial choices and understanding national & global issues. It is a flexible, multi-level award which can easily be tailored to meet the needs of individual students. It provides a standalone certificate of achievement and also offers progression into nationally recognised awards and qualifications

## Post 16

### Sixth Form Mentors

Each sixth form student has a sixth form mentor who they see 1:1 each fortnight. The mentors discuss problems or concerns in subject areas, with coping with workloads and assist with organisation, communication etc. Mentors also support the student through the UCAS application, or through looking for an alternative route into an Apprenticeship, job or college course. Any concerns highlighted through these sessions will be passed on to the head of sixth form, learning mentor or the SENCo

### Learning Mentor

The learning mentor for the sixth form works closely with students who are struggling or need extra support to access work in lessons. This covers a range of needs from behaviour to organisation or emotional support. Those students on the SEN register will receive support from the learning mentor who will liaise with learning support to ensure that their needs are met. This may include some 1:1 time with a TA to support with literacy, organisation and completion of work or modifying materials. Communication with teaching staff is a vital part of this role