



# The Gryphon School

*“I have come that they may have life, and have it to the full” (John 10: 10)*

Leadership

Integrity

Fellowship

Exploration

## Whole school, Disadvantaged & SEND Strategy: Attend – Learn – Keep Up – Enrich – Engage

### Introduction

At The Gryphon School, our Christian vision of offering every child “*life in all its fullness*” underpins everything we do. We are proud to be an inclusive community where every pupil, whatever their background, starting point or need, is supported to thrive academically, socially and emotionally. Guided by our values of Leadership, Integrity, Fellowship and Exploration, we place our most vulnerable learners at the centre of school improvement.

Inclusion is not an additional strand of work; it is woven through daily school life. High expectations, strong relationships and evidence-informed teaching ensure that disadvantaged pupils and pupils with SEND experience an ambitious, accessible curriculum and rich opportunities beyond it.

We are guided in our practice by 5 key concepts: **Attend – Learn – Keep Up – Enrich – Engage**

### Attend

**Pupils feel noticed, known, needed and safe.**

#### **Belonging and high expectations, Early Identification and Partnership Working & Targeted Support**

- Staff prioritise connection before correction; every pupil can identify a trusted adult.
- Visible leadership and staff presence create a positive start to the day.
- Registers are accurate, monitored weekly and patterns are identified before attendance falls below 90%.
- First-day response systems and early meetings with families focus on removing barriers.
- Practical challenges (uniform, breakfast, transport, anxiety support) are addressed swiftly and without stigma.
- Attendance is integrated into the graduated SEND approach, with reasonable adjustments where needed (sensory adaptations, safe spaces, adapted transitions).
- Enhanced transition support is provided at key points (Year 6/7, mid-year admissions, KS4 pathways).
- Improvement is recognised and celebrated; disadvantaged pupils are contacted first when concerns arise.
- We prioritise ensuring that students are in school every day, and as a result of our focus on inclusion and early intervention, suspension and exclusion rates are kept intentionally low.

Leaders use MIS and data systems to monitor attendance trends across groups. Pastoral, SEND and attendance teams meet regularly to ensure early intervention, including support for emotionally based school avoidance and vulnerable groups such as young carers and care-experienced pupils.

## Learn

### High-quality teaching removes barriers and secures access to an ambitious curriculum.

#### **Knowing Pupils Well, Clear Expectations and High-Quality Task Design & Adaptive Teaching Using Evidence-Informed Strategies**

- Leaders and teachers have a secure understanding of pupils' starting points, including literacy levels.
- Annotated seating plans are reviewed using SEND, pastoral and progress data.
- Disadvantaged pupils are strategically supported within lessons without lowering expectations.
- Staff greet pupils at the door, establishing readiness and identifying immediate barriers.
- CPD ensures staff use pupil information effectively to inform adaptive teaching.
- The curriculum is coherently sequenced with clear end points and subject overview sheets.
- Lessons launch consistently: what we are learning, how we will do it, what success looks like.
- Reading and oracy are embedded across subjects.
- Teachers use explicit instruction, modelling, scaffolded practice, dual coding and chunking to reduce cognitive load.
- Assessment is used responsively to adapt teaching in real time.
- Reasonable adjustments and EHC plans are implemented carefully and consistently.
- Learning mentors are deployed to build independence, not dependence.

Leaders quality assure provision through learning walks, book reviews, pupil voice and progress analysis. Professional conversations focus on how teaching removes barriers and secures full curriculum access. All disadvantaged and SEND pupils in Year 9 receive a personal KS4 options conversation. In Year 11, disadvantaged and SEND pupils receive prioritised careers guidance to support strong post-16 pathways.

## Keep Up

### High-quality teaching is supplemented by timely, targeted support.

#### **Retrieval Practice Embedded, Reducing Lost Learning Time, High-Quality Teaching Supplemented by Targeted Academic Support**

- Retrieval practice is embedded across schemes of work.
- Spaced review and revision are planned.
- Pupils are explicitly taught how to revise from Year 7 to Year 13.
- Metacognitive strategies are taught so pupils remember more and do more over time.
- Leaders prioritise keeping pupils in lessons.
- In-class regulation strategies reduce lost learning time. Time out of lessons and toilet passes are monitored.
- Suspension is used only as a last resort; restorative and relational approaches are prioritised.
- SLT, SEND and pastoral teams are deployed strategically to maintain learning.
- Barriers (academic, social, emotional, attendance) are clearly identified, tracked and reviewed.
- Interventions are curriculum-linked, time-limited where appropriate and evaluated for impact.
- Homework completion and attendance to interventions are closely monitored, particularly for disadvantaged pupils.
- Carefully planned intervention blocks are overseen by the SENCO and Lead LSAs.
- Bespoke pathways (Nurture provision, Gateway provision, alternative curriculum pathways) remove barriers while securing core knowledge and literacy development.
- The Haven and call-out systems provide calm support for pupils experiencing sensory or emotional dysregulation.

Leaders monitor impact through intervention reports, attendance and behaviour analysis, CPD evaluation and pupil voice. Support is adjusted promptly where impact is limited.

## Enrich

### Enrichment is an entitlement, not an optional extra.

#### Remove barriers to opportunities, High Aspiration for all students, High quality personal development programme

- All clubs are free.
- Trip costs are kept low and spread carefully across the year.
- The Gryphon Foundation and Pupil Premium funding support transport, equipment and overseas visits where needed.
- A designated member of staff contacts families to encourage participation and remove communication barriers.
- Participation is tracked; disadvantaged pupils are actively encouraged into clubs, trips and leadership opportunities.
- Kings Trust & Gateway provide enrichment activities through LIFE lessons
- Challenge plus group encourages High aspiration for HPAs with Disadvantaged students given priority places.

Our personal development programme includes curriculum-linked visits, cultural experiences, adventurous training, inter-tutor competitions and aspirational opportunities that build cultural capital.

All pupils access impartial careers guidance. Disadvantaged pupils are prioritised for early appointments, work experience support and exposure to post-16 pathways. The personal development curriculum (PSHE, citizenship, SRE, financial literacy and wellbeing) is centrally planned and quality assured, with nurture adaptations to ensure SEND access.

## Engage

### Strong relationships with families strengthen outcomes.

#### Strong Relationships with Families & the community, Clear, Accessible and Inclusive Communication, Removing Barriers to Engagement

- Early positive contact establishes trust.
- Communication is proactive, clear and accessible.
- Multiple channels are used (phone, email, Arbor, online platforms).
- Meeting times are flexible; parents' evenings are hybrid.
- Families are supported to access communication systems confidently.
- Disadvantaged families receive early and personalised communication about trips, parents' evenings and enrichment.
- Pastoral teams, tutors and Heads of Year know families well and understand potential barriers. Multi-agency working is used where appropriate.
- Half-termly curriculum and homework guidance is shared & alongside weekly homework updates.
- Parents of disadvantaged and SEND pupils are involved in review meetings.
- Parent voice is actively sought and informs school improvement.
- Practical and financial barriers (uniform, transport, enrichment) are addressed discreetly and without stigma.

We celebrate contribution and community through events, productions, concerts, celebration assemblies and Adventurous Training awards. The language of belonging underpins all interactions.

## Leadership, Monitoring & Accountability

### Inclusion is a shared responsibility

- Leaders maintain clear roles and accountability structures. Attendance, progress, behaviour and enrichment data are regularly analysed and acted upon to narrow gaps.
- MIS systems and half-termly reviews track outcomes for disadvantaged and SEND pupils. Gaps are identified quickly and targeted support follows clear entry criteria and success measures.
- Leaders observe identified pupils across lessons to understand their lived experience. These observations inform timely adjustments to teaching, intervention and pastoral support.
- Curriculum plans, homework, trips and leadership opportunities are reviewed for equity and ambition.
- Interventions are time-limited and evaluated, with provision adapted or removed if ineffective.
- CPD impact is judged through improved classroom practice and pupil outcomes.

