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 Inclusion Strategy:

Attend – Learn – Keep Up – Enrich – Engage

Attend

Pupils feel noticed, known, needed and safe.

Belonging and High Expectations
- Students feel safe, known and supported, with a trusted adult.
- Staff use consistent routines and prioritise connection before correction.
- High expectations for attendance are clearly communicated and monitored.

Early Identification and Partnership Working
- Attendance monitored weekly with first-day response systems.
- Family meetings aim to understand and remove barriers.
- Early intervention for EBSA and enhanced transition support.

Targeted Support: SEND and Disadvantaged Pupils
- Attendance embedded in graduated SEND approach.
- Personalised adjustments and trusted adults for vulnerable pupils.
- Close liaison with families and external agencies.

Learn

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

Know All Pupils Well
- Staff understand pupil needs including literacy baselines.
- Positive relationships through meet-and-greet and reviewed seating plans.
- CPD supports adaptive teaching without lowering expectations.

Clear Expectations and High-Quality Task Design
- Curriculum is well-sequenced with clear end points.
- Lessons start purposefully and tasks launched consistently.
- Routines reduce cognitive overload and maximise learning.

Adaptive Teaching Using Evidence-Informed Strategies
- Teachers apply strategies like chunking, modelling and dual coding.
- Adaptive teaching supports access for disadvantaged and SEND pupils.
- Assessment used to adjust teaching and apply reasonable adjustments.

Keep Up

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

Retrieval Practice Embedded
- Retrieval starts at lesson entry and is consistent across subjects.
- Schemes include spaced review and explicit revision teaching.
- Metacognitive strategies help pupils remember and apply knowledge.

Reducing Lost Learning Time
- Priority on keeping pupils in lessons with strategic staff deployment.
- Monitoring minimises out-of-class time and maintains engagement.
- Disadvantaged pupils protected from disproportionate learning loss.

High-Quality Teaching Supplemented by Targeted Academic Support
- Teaching is core driver, with targeted interventions supplementing.
- Barriers identified, tracked and reviewed regularly.
- Interventions are curriculum-linked and evaluated for impact.

Enrich

Enrichment is an entitlement, not an optional extra.

Remove Barriers to Opportunities

- Trip costs kept low with dedicated staff encouraging participation.
- Clubs are free, varied and accessible.
- Participation monitored and pupils encouraged to join.

High Aspirations

- Impartial careers advice prioritises disadvantaged pupils.
- Students attend career fairs and targeted pathway visits.
- Funding supports travel to opportunities like open days.

High-Quality Personal Development Programme

- Tutor programme covers key areas and is quality assured.
- Nurture PSHE supports SEND students; tutors check in regularly.
- Adaptive teaching ensures full access for all pupils.

Engage

Strong relationships with families strengthen outcomes.

Strong Relationships with Families & the Community

- Staff build trusting relationships with early positive contact.
- Parents' voices inform school improvement.
- Families encouraged to engage in celebrations and events.

Clear, Accessible and Inclusive Communication

- Communication is timely, clear and uses multiple channels.
- Parents supported with revision, homework and translation tools.
- FSM families regularly reminded of support and opportunities.

Removing Barriers to Engagement

- Practical and financial barriers addressed without stigma.
- Families signposted to external services and given early communication.
- Engagement treated as a continuous two-way relationship