



Key Stage 4 Pastoral Team Disadvantaged & SEND Strategy: Attend – Learn – Keep Up – Enrich – Engage

Attend:

- Early communication about attendance process at the start of Year 10. More powerful in person to show flow chart / previous case studies etc.
- 15minute tutor time at the start of the day to check in with a trusted adult. 8.45am-9am, period 1 changes to 50 minutes long.
- More home visits / pick-ups when concerns first appear.
- Where possible, HOY or DHOY has period 1 free every day to help pick up attendance.

Learn:

- Improve communication between HOD's and HOY's regarding attainment and what interventions need to be put in place considering the bigger picture.
- IEP per student, per subject online as a live document so it can be adapted as strategies are introduced. This should be available to other teachers, tutors and HOY and can be used in parent communication. IEP should include; target grade, SWOT, strategies used, impact.

Keep Up

- Good communication between pastoral support e.g. The Haven, Gateway regarding registration processes, attendance and first use of these resources to HOY's and home. Can this be done via an automated report?
- Create an automated email that Haven staff can send home to inform of their child's use of resource and if there are other things at play school are not aware of.
- Create an 'exit reflection' slip in the Haven to identify patterns about Why they are there? How long have you been in here? What are you doing whilst you are in here? What helps you in here? Do you feel like this has helped you? Can you return to lesson? Hand in the slip at the end of their time and filed in their name. Any concerns handed to MyConcern / HOY.
- Time given to staff for follow ups during the school day half termly for a member of the pastoral team to check in.

Enrich

- Disadvantaged specific year group trips minimum 1 a year focussed on leisure and exploration that would be outside of their normal experience at home.
- Minimum number of PP students on university and college visits / career trips.
- Target disadvantaged students first for work experience, set up career meetings with career advisor.
- Intervention for 'how to revise, how to learn' earlier in Year 10, this could be in tutor time but also in lessons.

Engage

- Meet and greet parent group early in Year 10 to outline understanding of the process of GCSE's and what the next 2 years will look like. Include older students talking about their experiences.
- Disadvantage specific bulletin bi-weekly / half termly which targets PP support strategies, trips and visits, foundations. (DHOY)
- Communicate with parents about 'how to revise and learn' early on and invite them in to give it a go.
- Make sure every Military parent is engaged with the service children lead.