



Law & Criminology Department Disadvantaged & SEND Strategy: Attend – Learn – Keep Up – Enrich – Engage

Attend:

- Building strong relationships and having high expectations is a core part of the department ethos.
- Visible leadership and staff presence creates a positive start to all lessons; pupils are welcomed at the door, presented with a familiar starter activity and opportunities for praise are consistently sought.
- Practical challenges are addressed swiftly and without stigma.
- Registers are completed promptly and accurately; patterns identified and monitored before attendance falls below 90%.
- Improvement is recognised and celebrated.

Learn:

- High-quality teaching removes barriers and secures access to an ambitious Law and Criminology curriculum.
- The department understands the importance of knowing the pupils well, providing clear expectations and designing high-quality tasks alongside embedding evidence informed adaptive teaching strategies.
- Annotated seating plans are reviewed regularly using SEND, pastoral and progress data.
- Barriers to learning are supported strategically without lowering expectations and informed through up-to-date and purposeful CPD.
- Teachers use explicit instruction, modelling, scaffolding, dual coding and chunking to reduce cognitive load.
- Assessment is used responsively to adapt teaching and reasonable adjustments are implemented carefully and consistently.
- Quality assurance is provided through learning walks, book reviews and pupil voice.
- Bursary- resources?

Keep Up

- To support our disadvantaged students, high quality teaching is further supplemented by timely, targeted support.
- Retrieval practice is embedded across schemes of work and spaced review and revision are carefully planned.
- Pupils are explicitly taught how to revise from the beginning of both courses with learning styles considered and attention paid to developing metacognition.
- In-class regulation strategies are used to reduce lost learning time and keep pupils engaged.
- Criminology course offers opportunities to retake elements of the qualification to ensure they can access future educational pathways.
- Carefully planned intervention opportunities are curriculum linked, time-limited and evaluated for impact.
- Support is adjusted promptly where impact is limited.

Enrich

- Extra-curricular opportunities are free wherever possible including collaboration with University Outreach Programmes, lectures and guest speakers.
- Trips costs are kept low and The Gryphon Foundation and Pupil Premium funding support pupils with transport and additional costs.
- Aspirational opportunities are offered to build cultural capital.

Engage

- Early positive contact home establishes trust and builds positive relationships.
- Communication is proactive, clear and accessible and multiple channels are utilised.
- Meeting times are flexible and parents' evenings are hybrid.
- Disadvantaged families receive early and personalised communication about trips and enrichment opportunities in addition to communication regarding parent's evenings.
- Head of Department, Pastoral/Sixth Form team work closely together to understand potential barriers and multi-agency working is used where appropriate.
- The language of belonging underpins all interactions.