The Gryphon School

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

Leadership | Integrity | Fellowship | Exploration

ART 3D Inclusion Strategy:

Attend – Learn – Keep Up – Enrich – Engage

Attend:

We establish calm and predictable starts to every lesson, with a starter activity and key questions displayed on the whiteboard so students know what to expect as they enter the room. Seating is allocated consistently, and materials are stored in the same locations to support routine and reduce anxiety. Flexible seating is available where needed, and private corridor conversations are used to support students experiencing anxiety, supported by strong Haven relationships.

Breakfast supplies are kept in the classroom for students who need them, which has had a noticeable positive impact on behaviour and readiness to learn. Seating plans are also used strategically to support students with sight or hearing needs, ensuring they are positioned at the front of the classroom for immediate teacher support.

We actively celebrate student success through a range of rewards, including golden tickets, Headteacher recognition, social media, the school website, and displays. Student work is regularly showcased in PowerPoints, Teams, and live demonstrations to build confidence and motivation.

Learn:

At the start of projects, students are supported with structured activities such as title pages and introductory IT lessons, including how to create image boards and use computers effectively. Expectations are made explicit through the use of writing frames, spelling support tools, and modelling.

Frequent whole-class demonstrations are used to clearly show skills and expectations for high-quality work. Students are greeted at the door to reinforce a welcoming, safe, and calm learning environment.

Visual resources, such as formal element posters with clear definitions and examples, are displayed in the classroom. Each year group is provided with a handbook outlining the year ahead, including projects, expectations, and success criteria. Feedback is provided both verbally and in written form, with all feedback also uploaded to Teams so students can revisit and reflect on it throughout the course.

Keep Up

Students are supported to keep up with their learning through regular homework, with weekly updates at KS4 to develop time management skills. Additional support is available through afterschool sessions and structured lunchtime or tutor-time interventions.

KS4 and KS5 students also receive termly 1:1 progress meetings, allowing for in-depth discussions about their work and understanding. Progress is closely monitored in collaboration with Haven, SLT, and pathways to ensure students remain engaged and supported within lessons.

Parents are kept informed about missed homework and student progress and are invited into school for 1:1 meetings where needed to discuss strategies to support improvement.

Enrich

We provide a range of enrichment opportunities, including afterschool clubs and access to free materials and books to ensure there is no financial barrier to participation. Low-cost educational trips, such as visits to sculpture gardens, further enhance students' experiences.

Interventions and afterschool sessions are carefully tracked to ensure targeted support. Each year group receives a handbook to guide them through projects and expectations, alongside resources such as writing frames, spelling support, and formal elements guidance to support success. Students also benefit from access to previous exemplar work, sketchbooks, and outcomes.

Engage

We actively engage students and parents through termly KS4 and KS5 progress emails, as well as regular communication via phone calls and email. Social media platforms, including Instagram, and the department website are used to celebrate student work and maintain engagement.

At parents' evenings, we provide handouts with key information such as exam dates, upcoming events, and afterschool support opportunities. Early communication is also prioritised at the start of the academic year to address organisation and homework expectations, ensuring strong home–school partnerships from the outset.