

Appendix 3.

Student Support Procedures

The Ridings High School has a commitment to *inclusion*, as part of *Every Child Matters*, within its “maximising potential through partnership” theme. To ensure each student achieves their potential, the school actively seeks to overcome any barriers to learning that may exist for individual students.

Given our diverse student population, the school’s support procedures are broad, flexible and comprehensive and offer our students every opportunity to progress. They can be summarised as follows:-

Wave 1

All pupils – 80-85% of students will make progress consistent with their potential without any additional support

Wave 2

Small group and/or individual intervention for pupils whose learning and/or behaviour indicates that additional support is required. These pupils will be on SENCOP and may have an IEP and/or Action Plan.

Wave 3

Individual specific targeted support for pupils where significant barriers to learning exist. Such pupils may be Statemented or be in receipt of high level external agency support which is co-ordinated via an IEP or PSP.

The **SEN Register, Gifted and Talented Register, Disability List** and those students with **Health Care Plans** will be available electronically via **IMOE**. The Student Support File, to assist the monitoring, teaching and co-ordination of support available to students has been updated and will be issued in September 2006

Support associated with each wave/level is a graduated response

Wave 1:

- Provision of accurate data on all pupils eg. Year 7 entry reading ages, KS2/3 data, CAT scores, Fischer Family Trust data, predicted scores.
- Planned in-class differentiation to promote the *Inclusive Classroom*.
- Teacher Assistant and Faculty Support wherever possible.
- Individual Tutor Interview on an annual basis
- School Rewards System
- Regular monitoring of pupil progress towards individual targets
- Small sheltered teaching groups at KS3

All pupils have access to:

- SATs revision days – currently Saturday mornings
- Easter GCSE revision
- Summer School – Year 6/7 transition
- GCSE specific coursework support either through subject areas or Learning Support

Wave 2:

- Year 7 Literacy Intervention Programme for those pupils who have not achieved level 4
- Year 7 Numeracy Intervention Programme for pupils who have not achieved level 4
- Year 7 English LPU Group
- Year 7&8 Saturday Morning (Family Learning) Club
- Thinking and Problem Solving Club for Gifted and Talented Students. (TAPS)
- Year 8 Learning Mentor for pupils who have not achieved a secure level 4 in english and maths.
- Year 9 Booster Strategies targeting level 4/5 pupils including maths, English and science revision days.
- School counsellor
- Behaviour groupwork with BST
- Flexible Curriculum Programme
- Year 10/11 IF course
- Pastoral intervention by Year Head and tutors
- Early College Placement
- Monitoring at multi-agency Student Support Group.
- Year 11 mentoring.
- Referral to Young People Drugs and Alcohol Service
- Teaching group 11
- Regular Connexions input
- B4LC behaviour room
- KS4 coursework/general academic intervention and monitoring

Wave 3:

- Assessments by other professionals including from the Educational Psychologist Service, Speech and Language Service, EMAS and the Visual and Hearing Service.
- KS3, GCSE and Post-16 examination Access Arrangements.
- Individual Health Care Plan.
- Individual Education Plans / Pastoral Support Plans.
- Inclusion Support Service
- Referrals through CAMHS for a range of services
- Home / hospital tuition via EOTAS
- PRU referral
- BST individual sessions
- PEP for LAC
- Social Services referrals – 43 The Park
- Monitoring at multi-agency Student Support Group
- Individual sessions with Connexions Personal Advisor.

In certain cases, there is overlap between wave provision.