



Thirsk School & Sixth Form College – Summary of Provision for Students with SEND

Quality First Teaching for All	Additional and Different for some students	Additional and Different for some students
<ul style="list-style-type: none"> • All teachers use the Thirsk School ‘first 5, last 5’ checklist to create a positive learning environment • Lessons are well planned taking into account what students will learn based on prior learning • Classrooms are well organised • Classrooms are dyslexia friendly and communication friendly • All teachers refer to the Thirsk School teaching and learning handbook and employ a variety techniques to engage students in learning • There is a clear lesson structure and learning objectives are presented orally and visually • Teachers plan their lessons for all learners deciding what everyone can learn and differentiate for less and more able learners • Instructions are given in small chunks with visual cues • Understanding is demonstrated in a variety of ways • Understanding is checked by asking students to explain what they have to do • Teachers use seating plans and a range of groupings within the classroom to promote a range of peer teaching and learning opportunities in pairs and small groups • Teachers use positive praise which is specific and named 	<ul style="list-style-type: none"> • Student groupings and pairings used to target specific needs of some students • Access to additional adult support in the classroom • Small group work to target catch up or booster intervention • Use of lap tops or iPads in the classroom • More focussed support from Teaching Assistants in the classroom • Additional support with homework and recording in planner • Exam access arrangements • Targeted mentoring with inclusion team • Time out/Inclusion Unit passport • Structured lunchtime clubs and activities • Homework support at lunchtime • Themed group interventions • Additional monitoring of progress of identified groups of students • Additional tutor monitoring and intervention • More frequent parental contact with key staff • Achievement council/internal pastoral reviews • Pastoral support systems 	<ul style="list-style-type: none"> • Personalised timetable • Use of Inclusion Unit to support students with anxiety and attendance • Extended work experience • Withdrawal from MFL for extra English and Maths • Withdrawal from other areas of the curriculum to provide opportunities for additional 1:1 support needs • Targeted, individual support from Teaching Assistant • 1:1 intervention to target SEN needs e.g. catch up literacy or specific speech and language programme, social and communication skills • Specific provision or adaptations needed in the classrooms for individual students • Referrals to appropriate external agencies such as prevention service, EMS, CAMHS, •



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<ul style="list-style-type: none">• Teachers use a variety of questioning and challenge students to think more deeply• Teachers encourage students to be more independent learners• Teachers model and demonstrate what is expected so students are clear what is expected• Teachers give regular feedback and provide opportunities for self and peer assessment of learning• Teachers set homework to extend learning and encourage independent learning• Teachers have high expectations of students behaviour and attitude to learning• Teachings Assistants are used effectively to support learning	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Specific staff training to meet needs of individual students, e.g. vision support, autism.• Pastoral support plan• Achievement support plan• Alternative provision• Individual reviews with parents and students• External agency involvement and reviews