Alternative support provision.

Academy intent statement	In SEND we:	In order to:	Progress
Be knowledge based, accessible and aspirational for all students	- The students selected for this group all have substantial additional needs. - A skills based curriculum is afforded by ASDAN curriculum. This is driven by a series of challenges outlined in the hand book. - The students cover skills that are based on securing profitable life chances and securing a productive adult hood. - Social skills are an integral part of the learning and explicitly taught 3 x a week. - Functional skills in Maths and English are being taught with the aspiration that the students will secure exams that will accompany them in to KS%. - A transition plan incorporating access to the college has been built in. - Cogmed has been initiated in order to build on working memory skills.	Raise aspirations and opportunities for all students. Enable all students to access the complexity of the skills required for a profitable and productive adulthood. Enhance tools to access knowledge and to improve long-term memory. Ensure that those who need support can access it. This group has been initiated in order to support the learning and future of those with substantial additional needs. Raise aspirations for all students Secure a considered and organised approach to long term goals for adulthood. See flow chart.	In place In place In place In place In place I In place In place.
Enable students to make choices to keep themselves safe and well	Develop students' communication skills Provide opportunities for debate and discussion about a range of important topics for modern life. Explicit 1:1 teaching around keeping internet safe – including use of social stories and comic strip conversations.	Enable students to communicate effectively and develop skills that will make them independent adults and employable. Enable students to practise voicing their opinions in a safe environment and to ensure that students understand different opinions on important topics	In place and under review In place and ongoing.
Raise aspirations and prepare students for successful progression post-16	Teach speaking and listening skills Provide guidance on the effective use of ICT where appropriate	Build confidence in communication for life and work Ensure that students have effective ICT skills for life and work	In place

	Discuss potential careers – involvement of Youth Workers in respect of EHCp students.	Raise aspirations to student and prepare them for post-16	In place
Ensure students develop knowledge, confidence and skill within English and maths	Use reading-age appropriate text from a variety of sources. Share good practice across other areas and support colleagues where necessary.	Ensure that students can access their learning with confidence Develop and embed excellent literacy skills across the Academy	In place
Develop cultural capital	Exposure to a variety of experiences – trips. John Muir certificate in collaboration with The National Trust. Give real-life examples of how social skills build for lifelong learning	Show students the relevance of the skills they are learning for their own futures Create memories of experiences that many students would otherwise not be able to access Develop students' understanding of the world they live in	In place In place In place In place
Develop skills and understanding for life in modern Britain	Project on British Values.	Deepen students' understanding of their country and the origins of current thinking and social structures	Wall display completed. Ongoing.
Promote the development of personal qualities such as commitment to learning, respect for others, resilience, pride in achievement and independence	EHC plans focus on this area of learning in the **Prepare for adulthood** section and as such, there is an enhanced focus on these areas for those children. A board exists where exhibits of excellent achievement from SEND children are displayed and this does not only focus on academic and school achievement but achievement outside of school as well.	Social skills are explicitly taught during the ASDAN lessons and within this respect, resilience and pride are embedded.	In place (achievement board is in progress)