

# ABINGDON LEARNING TRUST

Special Educational Needs and Disabilities

## STANDARD

## SECONDARY CORE PRINCIPLES

We believe that all students deserve a tailored and comprehensive approach and appropriate provision to achieve their full potential.

Having high expectations from all stakeholders is key in changing the life outcomes of our students.

Being able to read, write and fully engage with learning, despite challenges, empowers our students and removes fear of failure.

Feeling listened to and appropriately supported means that our students can engage with learning and extra-curricular opportunities.

Having broad, inclusive academic and pastoral opportunities that enrich our students' life, means that they develop their life skills, learn better and aspire for a greater future.

Mentoring and adult support help our students to feel safe, listened to, supported and championed.



## 'I HAVE HIGH EXPECTATIONS FOR MYSELF'

Close academic progress monitoring, reviews three times a year, regular and effective communication between parents, school and outside agencies.

A tailored but aspirational curriculum for all our students, with a consideration for bespoke alternative provision including college, work placement and overlearning.

A thorough post-16 transition programme that includes visits to local colleges and work placements as well as sessions with an Adviza Career representative,

## 'I HAVE NUMERACY AND LITERACY SKILLS THAT HELP ME LEARN'

Proven reading intervention programmes with clear success criteria and engaging resources.

Numeracy interventions including Functional Skills, to promote secure number and finance skills.

Appropriate Access Arrangements identified early and implemented to develop confidence and normal way of practice.

Specialist class in Years 7 and 8 to develop writing skills



## 'I HAVE SOMEONE WHO IS THERE FOR ME AND BELIEVES IN ME'

Mentors from the Inclusion Team to support with both academic and pastoral related issues.

A team of skilled and experienced Teaching Assistants to promote inclusive learning in, and outside the classroom.

A wide range of social, emotional and mental health interventions and activities to promote positive mental health and healthy relationships.

## 'I HAVE A WIDE RANGE OF OPPORTUNITIES AND EXPERIENCES'

School trips, Duke of Edinburgh Award, residential and trips abroad but also an annual Inclusion trip in summer term.

After school clubs, lunchtime and DEAR time Inclusion activities (inc. film club, board games and basket-ball) to develop healthy living as well as communication, self esteem and social skills

## 'I AM NEVER ALONE. WE ARE A PARTNERSHIP'

Contribution from family, school, students and all relevant outside agencies at reviews and meetings.

Involvement with a wide range of outside agencies including PCAMHS, Special Educational Needs Support Services, counsellor. Etc...

Peer support and programmes through Resilience groups, social skills sessions and extra-curricular activities.