

## **The approach in Childcare to varying cohorts**

### **SEND**

- Each pupil who receives individual, tailored support, according to their need is highlighted in
- Synergy – all staff have access to these records.
- Seating plans reflect pupils' individual needs whether by proximity to teacher, learning support or to peers.
- Pupils with specific needs will have their individual strategies implemented in order to help maximise their potential and progress.
- Exam papers can be read using computer reader when the pupil qualifies for this concession.

### **PUPIL PREMIUM**

- Folders are marked first, seating plans allow DP pupils to be supported effectively, also they can lead groups, scaffold, repeat back to me. Direct questioning, repeat instructions back to me, small steps, praise successes allow for no gaps in the progress of disadvantaged pupils compared with the rest of the class.
- Class discussion is often begun with direct questioning to DP pupils
- They will have regular check-ins to verify understanding and they are asked to repeat instructions back to me so I know that they are sure of them.
- We adhere to the principles of DP FIRST:

o First books to be marked

o Identified on seating plans, etc.

o Relentlessly challenged

o Seated strategically

o Talked to and questioned

### **ABLE AND AMBITIOUS**

Pupils who are Able and Ambitious:

- may have extra reading suggested to them to add breadth to their knowledge
- are encouraged towards masterclasses or university event
- are encouraged to apply for work experience places within the childcare sector and are given priority for these.
- Are encouraged to apply for Childcare apprenticeships within the local area.