

Additional Provision

Our Ethos

Care and Guidance underpins all aspects of our inclusive provision at Ecclesfield School, assisting our students to enjoy their education, feel valued and develop both academically and personally. All students are supported in their learning and encouraged to engage in every aspect of school life.

Should students experience barriers to their learning be they academic, physical, emotional or social we promptly intervene to support their access to the curriculum and enjoyment of school. Our school operates strong inclusion practices led by our Additional Provision Team where there are three resource areas to support vulnerable students. These areas are called the Bridge, Quite Room and the Curriculum Plus which all have a different focus to personalise support. This Additional Provision works alongside the pastoral team and Special Educational Needs team, which also has a resource provision (The Hive).

As part of the Additional Provision there are three areas in school:

The Bridge

The Bridge is an alternative provision onsite for students in years 9-11 which aims to re-engage, empower and inspire underperforming students within the School through a bespoke, and tailor made curriculum, which meets the complex needs of the students referred to it. The Bridge provision is central to the School's mission: All students are empowered, through access to a range of skills, qualifications and experiences, to become independent, respectful and informed citizens who exceed their personal and academic potential.

The Bridge curriculum has been designed to focus on the core subjects of English, Maths and Science, in addition to two option subjects (Art and Photography). The curriculum also includes other pastoral and vocational related experience (including construction), to meet the more complex needs of the students referred to it. Lesson time is adapted to enhance engagement and progress of our hardest to reach students. Our subject specialists, who have the skill and capability of working with vulnerable students, deliver all core lessons.

Personal Intervention time is also a key part of the provision, which is utilised to deliver a range of targeted provision and interventions from the list below, which are bespoke to meet the individual needs of students:

- Literacy programmes- including Lexia (Power up) and Bedrock vocabulary.
- Reading
- The Princes Trust programme - to help build vulnerable young people's confidence and motivation, specifically working on employability skills.
- Workplace visits/ work experience
- Social skills
- Mentoring
- Revision techniques/study skills
- Student Wellbeing interventions - e.g. smoking cessation, drug awareness, anger management, self-esteem

The Curriculum Plus Provision

The Curriculum Plus Provision is a bespoke pathway for a small number of students in Key Stage 4, which aims to re-engage, empower and inspire students who have experienced barriers towards their learning in KS3. A personalised approach and curriculum is offered, which meets the complex needs of the students referred to it. The CPP is central to the School's mission of ensuring that all students fulfil their potential and gain the skills, qualifications and experience they need to go on and contribute positively to society.

The CPP curriculum focuses on the core subjects of English, Maths and Science, through teacher led sessions, in addition to Vocational Option subjects, where targeted support is offered by the Academic Intervention Mentors.

The Quiet room

The Quiet room is provision on site which offers a bespoke timetable for some of our most hard to reach students, who are returning to school following a lengthy absence or have faced significant adversity in their lives. Students follow with the support of an Academic Intervention mentor their curriculum as closely as possible. The aim is to integrate students back into fulltime mainstream provision, wherever possible.

Parents and Carers are informed on a one to one basis about their wellbeing, curriculum and progress.