

## What is supplementary provision:

Supplementary provision is an additional component of a commissioned alternative provision or mainstream provision for students with the aim to support students with additional resources, expertise, and mentoring. As such, the provision I supply complements and aims to fill gaps in the existing arrangements with a degree of flexibility and expertise that could not be afforded within systems. This can take the form of tutoring in specific subjects, neurodivergent mentoring, DME support, ESMH, and skillset analysis and development.

This is based on the assemblage view of education where different systems and supports overlap to produce support and progress as an emergent property based on the student's environment and immediate wishes. For neurodivergent students this allows a multi-modal approach that does not require a 'ready for learning' schema delivery, nor a 'out of comfort zone' vygotskian approach, which can be effortful or stressful respectively; although it can include these where the student wishes.

Instead, the resources available to the student are made accessible and the student can then engage with as many or as few avenues as they wish to achieve their goals. These can be 'soft' skillsets such as confidence, 'self-agency' skillsets such as developing their understanding of neurodivergence or learning, or more academic skillsets such as the formative AQA Units or the summative Functional Skills, GCSE's, Access, or University courses.

Student consent is a vital component of my work, and I do not accept a commission based on school, LA, or parental wishes alone. The student must be willing to engage and consent based on the subjective Gillick competencies and the following guidelines:

I do not contract, or cease contract, when a young person no longer satisfies the following criteria based on these guidelines:

- 1) The young person is subjectively Gillick competent and consents by attendance to supplementary provision (tutoring and/or mentoring).
- 2) The young person cannot be persuaded to consent nor withhold consent for supplementary provision by their parents or carers, save for encouragement.
- 3) The young person understands the rationale for the sessions.
- 4) The young person's physical, mental, or educational wellbeing is not negatively impacted by the supplementary provision (tutoring and/or mentoring).

For further information please see [gregix.uk](http://gregix.uk)