

## Learning Support

### SENCO

Who: Mr G Waters is the SENCO

What: Is responsible for providing the required support for all SEND students.

Why: To enable all students with SEND the opportunity to access mainstream education

How:

### Teaching Assistants

Who: Students with a Statement of Special Needs and those identified as having a learning difficulty

What: Support SEND students in class.

Why: To enable SEND to attend mainstream lesson

How: Performance data, Staff Concerns, Literacy Testing, Educational Psychology

## **Cognition & Learning:**

### Literacy Intervention

Who: *SEND students not making expected progress in English or those with a lower than average reading age.*

What: *'FreshStart' Phonics programme, handwriting practice and paired reading*

Why: *So that Students with below functional reading ages are able to catch up and access the mainstream curriculum*

How: Whole school Progress Data, reading tests

### Numeracy Intervention

Who: SEND Students who are not making expected progress in Maths

What: Daily basic number support during tutor time. Weekly structured additional numeracy lessons to support prior learning.

Why: To help students retain and re-learn the numeracy skills they need to access their KS3 & 4 programmes

How: Progress data, Staff concerns

### Dyslexia Support

Who: Students with Dyslexia and those suspected of being Dyslexic

What: 1-2-1 Daily/weekly support, Toe By Toe Programme

Why: To ensure Dyslexic students (and those suspected of being dyslexic) receive additional support specific to their learning need if required.

How: Dyslexia screening Tests, Educational Psychology reports

## Paired Reading

Who: Students not yet at a functional reading Level, Those not yet achieving reading age equivalency

What: Paired reading sessions with TA's prefects and specialist reading tutors lasting between 20-30 minutes on a highly regular basis

Why: To improve students reading ages with the goal of becoming age equivalent

How: Dyslexia Screening tests, Educational Psychologists, progress data, reading tests

## Homework Club for SEND students

Who: Available to all SEND students by invitation

What: After school club where SEND students can complete homework with support from TA's and access to School Facilities

Why: Many SEND students struggle with homework and often misinterpret what is being asked of them. Homework club offers students the chance to have tasks re-explained and to complete work in a supported environment.

How: By invitation from the Learning support department, data on missed homework

## Identification:

Who: All Netherthorpe Staff, Parents, External agencies

What: to identify those students with Specific learning difficulties

Why: So that appropriate support can be given where required

How: Extensive whole school screening on entry (CATS, Reading Tests, Phonics screener), Staff Concern Pro-forma, Historical school Data.

## **Emotional, Social, Mental Health / Communication & Interaction**

### **Pastoral Support**

#### **Nurture Programme – Mrs Bev Catlow**

**Who:** Year 7 students with low self-esteem, lack of confidence or could be more vulnerable. May have had previous primary support or been part of positive play programme or positive support

**What:** Boxall profile to identify their individual needs. They attend 12 lessons where they complete literacy, numeracy, cross curricular project and SEAL work. They attend mainstream lessons in English, Maths and PE lessons plus others as agreed.

**Why:** Students follow structured and organised routine so they develop their social interaction. To support the transition phase from primary to secondary education

**How:** Referred through early transition meetings. All parents notified by letter or by Head of Year 7

#### **Breakfast Club – Mrs Bev Catlow**

**Who:** Identified group of vulnerable Year 7-9 students in need of additional support in a morning

**What:** Breakfast provided and support with self esteem, socialising, confidence building.

**Why:** To support students who may need help to develop their skills in order to access mainstream lessons on a daily basis.

#### **Inclusion Room – Mrs Bev Catlow**

**Who:** For students who may be experiencing difficulties in school, at home or in the community. For students who have been absent from school due to illness, family issues and may require time and support to catch up missing work. For students who require additional support with coursework.

**What:** Structured one to one or small group sessions focussed on individual needs.

**Why:** To support the students to enable them to access all mainstream lessons as soon as possible.

#### **Student Support – Mrs Cytia Blackburn**

Who: Students who need additional support to help cope with difficult situations whether at home or school.

What: One to one support to raise self-esteem and help students feel better about themselves/ the situation.

Why: Students may need additional help at certain times to enable them to cope in mainstream lessons

How: Referral by HOY or SLT

Student Counselling

Isolation Room

Behaviour Support

Pastoral Support manager

Attendance Officer

## **Sensory and/or Physical Needs:**

School works in partnership with the following agencies:

- SSPI (Support service for the physically impaired)
- SSVI (Support service for the visually impaired)
- SSHI (Support service for the hearing impaired)
- Moving and handling advisor
- Mobility Officer (Gareth Brock)
- Physiotherapy services (HNS)
- Occupational Health (NHS)
- CAHMS (Child & Adolescent Mental Health Service)