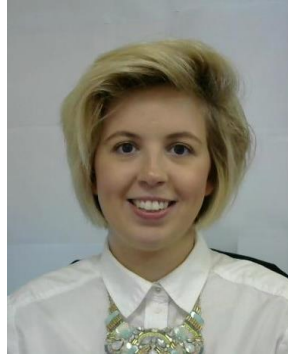


Learning Support Unit 2020/2021

Our support team:



Mrs O'Riordan
SENDCO



Mrs Findley
Wellbeing coordinator



Mrs Alsusa
EAL coordinator



Miss Thompson
Transition Support Assistant



Mrs Liddle
Communication and Interaction
Learning Support Assistant



Miss Scott
Wellbeing Learning Support Assistant



Mel Haigh
Full time school counsellor



Mrs Hudson
Learning Support Assistant



Miss Logan
Learning Support Assistant



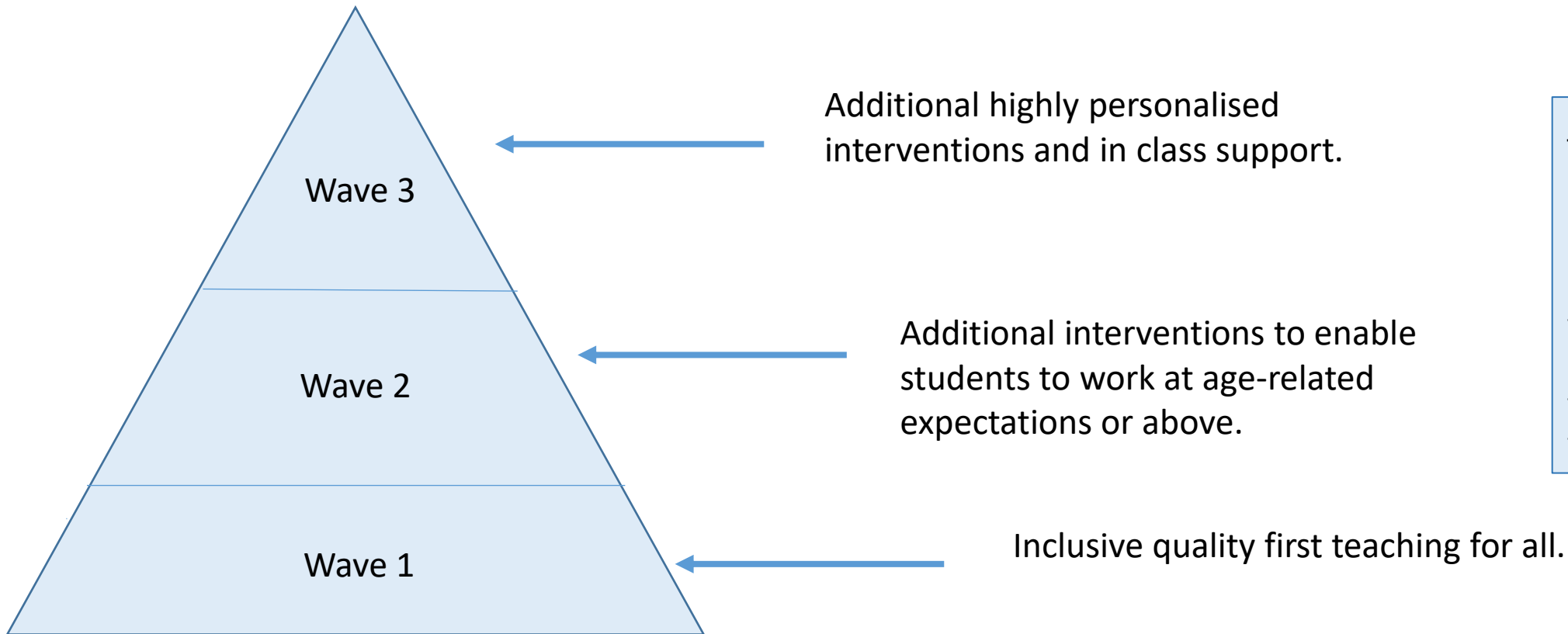
Miss Ashurst
Learning Support Assistant



Miss Hulme
SEND Administrator

Our department aim:

To provide an inclusive, stimulating and safe environment which will enhance the learning of all students and help them achieve, to their full potential in all aspects of the curriculum. In doing this we hope to raise the aspirations of all students, especially those with SEND.



Please note:
Information, with regards to learning support and waves of intervention, is transferred from Primary school through transition meetings and file exchange.

Quality first teaching

Cognition and learning (Dyslexia, dyscalculia, MLD, memory)

- Short chunking tasks - no longer than 15 minutes.
- Simple instructions presented verbally and visually.
- Post it notes (small pack that they can stick on pages of exercise books to remember key information)
- Repetition and recapping in lesson.
- Appropriate reading material (nothing metaphorical or abstract)
- Weekly spelling tests (especially for key words in subject areas, even practical subjects)
- Selecting when you know they have the correct answer.

Social/ mental and emotional (ADHD, ADD, Autism)

- Short tasks - egg timer to count down the activity.
- Clear plan and objective to the lesson that the students know about.
- ADHD students have something to mess with that is quiet but will keep them focused.
- No abstract language or metaphors, autistic children will not understand or will begin to question what you are saying.
- Positive behaviour reward charts, visual so students can see how well they are doing.
- Colour coding things to show visible links.

Communication and Interaction (Stutters/stammer, Word understanding, Social language difficulties)

- Instructions have to be short and easy to understand - written and verbal.
- Ask students to relay instructions back.
- Starter tasks based around subject vocabulary
- Targeted questioning on a 1:1 level - social conversation to try and develop confidence.
- Model appropriate language for their level.
- Word banks and word wheels to help generate ideas.
- Present only one idea at a time
- Allow students the time to speak don't rush them and try to scaffold what they are trying to say.

Sensory and or physical (Deaf, blind, Cerebral palsy)

- Easy access around the classroom
- Easy access into the classroom
- Seating plans that can address students needs.
- Colour coding areas of the room.
- Complete involvement in the lesson - that would include practical lessons.
- Gestures and movement for instructions
- Quiet areas of the classroom to work
- Pictures around the room of day to day activities to aid gestures.
- Clear achievable objectives in lesson that students can achieve.

The table splits the four areas of SEND need and demonstrates just some of the ways quality first teaching is demonstrated in the classroom to support all learning needs.

Interventions for 2020/2021

Cognition and Learning (Dyslexia, Dyscalculia, Literacy, Numeracy, Memory)	Communication and Interaction (stammers, word finding difficulties, social communication difficulties, ASD)	SEMH (ADHD, ADD, ASD, ODD, OCD)	Wellbeing (Anxiety, exam stress, personal circumstances, bereavement)
<ul style="list-style-type: none"> • Meemo • Precision teaching • Toe by Toe • Lexia • Racing to English • Literacy Numeracy catch up club • Guided reading • 2 X Transition group from extra Maths and English 	<ul style="list-style-type: none"> • ELKLAN Vocabulary groups • Lego therapy • Teenage time to talk for ASD students • Morning checks • S.C.I social communication intervention. 	<ul style="list-style-type: none"> • Break and lunch club • Emotional literacy groups • DEAL programme • Anger management • Mindfulness/meditation • Art therapy • Play therapy • Lego therapy 	<ul style="list-style-type: none"> • School counsellor • Break and lunch clubs • Key worker 1:1 sessions • Anxiety buster

All the above are bespoke to support your son/daughter. Each intervention has its own aims, objectives and outcomes. These will be shared with all parents should your son/daughter receive any.

If you require any further information then please email: SENDsupport@albionacademy.co.uk. We will be available throughout the summer holiday to answer transition questions.