



ST. JULIAN'S
SCHOOL

STUDENT SUPPORT

through School

HAND BOOK



2016-2017

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1. INTRODUCTION

“Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential, breakdown any possible barriers and develop a commitment to lifelong learning”.

Although we function in different sections of the school, we are united in our aim to give support to new and existing students as we are integral to the achievement and attainment of students at St Julian’s. Our three departments: Student Support Department (SSD) in Primary and Learning Support (LS) and English as an Additional Language (EAL) Department in Secondary, work collaboratively across the sections of the School, with Coordinators in each department.

Meetings are held throughout the academic year, ensuring we are all working co-operatively, to ensure our students have effective provision. While our combined staffing numbers in excess of twelve (and may vary according to demands of the school roll), it is our shared aim that individual students can achieve success through appropriately designed programmes.

This handbook has been written to inform you, the parents, what we do and how we do it, throughout the school from Foundation 1 to Y13. By informing you of our procedures and processes, we expect to clarify some of the questions, and allay some of the concerns you may have regarding your child’s education at St Julian’s.

While the information is accurate for the current academic year, this handbook will be reviewed annually, as systems change.

(*) *St. Julian’s School MISSION STATEMENT*

2. GUIDING PRINCIPLES and DEFINITIONS

St Julian's School is fortunate in having a diverse population of pupils. We value individual differences and celebrate a wealth of cultural and social backgrounds in our community, seeing these variations as opportunities to enrich learning. Our pupils have different aptitudes and approaches and use a variety of learning styles to further their knowledge.

Our focus on the developing child incorporates planning, practice and reporting procedures with viable targets for academic and social success. In the context of the whole school's assessment approach, when necessary, a student's learning profile will be evaluated by the appropriate means, in order to ascertain how the school can meet their needs in accessing the curriculum. The department adopts a personalised approach and there are active policies in regard to teaching and learning which focus on the whole child. Teaching staff plan collaboratively according to students' learning styles, differentiating the curriculum and using scaffolds to maximise potential.

Student Support is dedicated to supporting pupils who may need additional educational provision and sometimes, partial or temporary withdrawal from mainstream teaching in order to better address their needs. We work to ensure that:

- *All the pupils in our school are equally valued.*
- *The principle of inclusion forms the basis of our philosophy and practice.*
- *We aim to facilitate access to teaching and learning and breakdown any possible barriers to learning. Our focus is on lifelong learning.*
- *We place a strong emphasis on the role of self-development in learning and achievement.*
- *All pupils have equal access to a broad balanced curriculum, which is differentiated to meet individual needs and abilities.*
- *We offer high quality support to ensure children's needs are met.*
- *We maximise the opportunities for pupils with learning disabilities or special educational needs to join in with all activities of the school.*
- *We acknowledge that good special needs' practice is good practice for all pupils.*
- *We acknowledge that any pupil may encounter difficulties in school at some stage.*
- *We seek the views of the child and take them into account.*
- *We acknowledge and draw on parental knowledge and expertise in relation to their child.*

Definition of Learners with Special Educational Needs

Children are learners with special educational needs and disabilities if they have a learning difficulty or disability that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children have a learning difficulty, disability or special educational need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

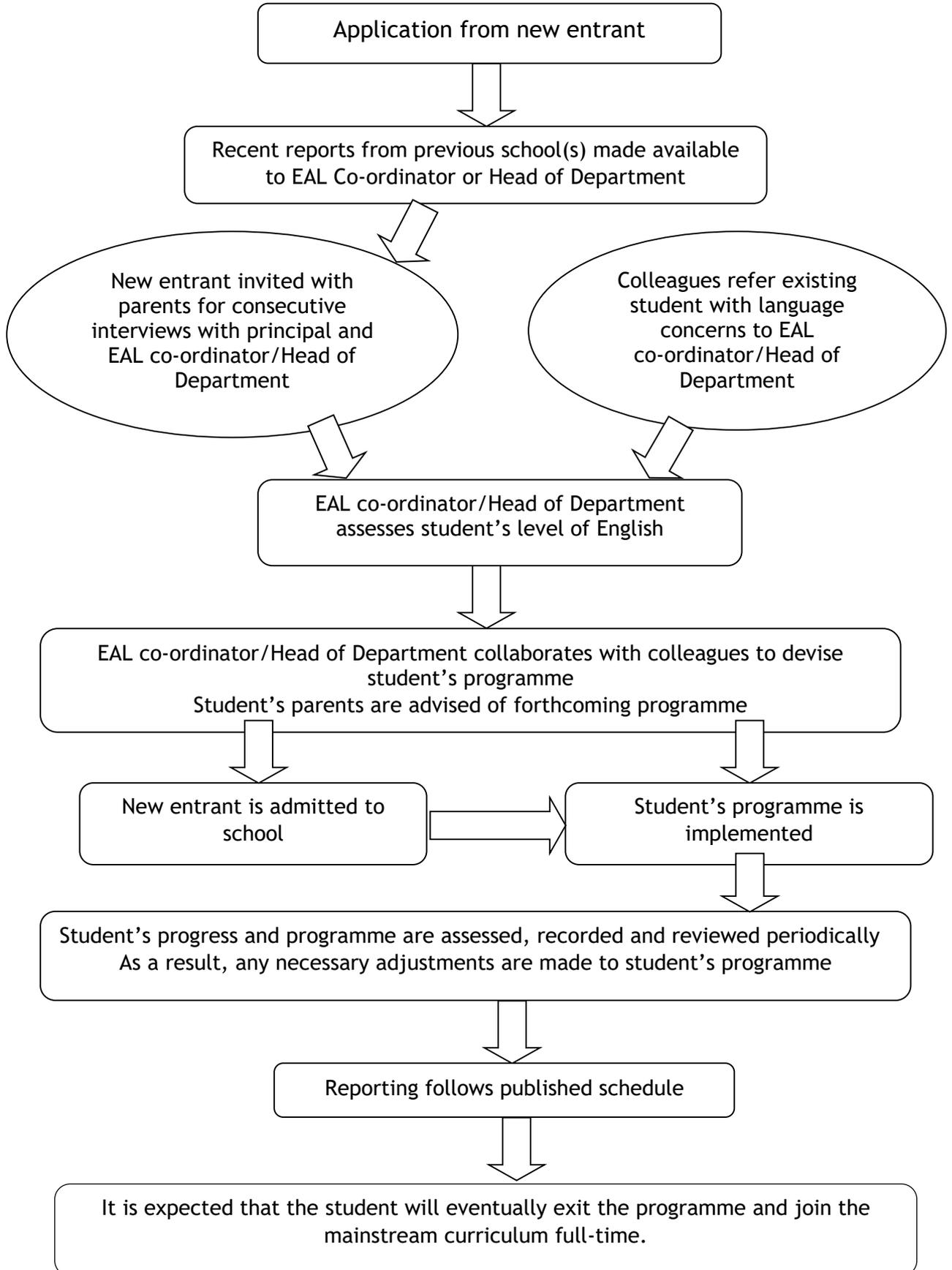
The four broad areas of need are:

- Communication and Interaction needs - this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students within the autistic spectrum.
- Cognition and Learning needs - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs - this includes children who suffer from anxiety, attachment, severe stress, trauma, anger or behavioural needs.
- Sensory and/or Physical needs - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

3. REFERRAL PROCESS

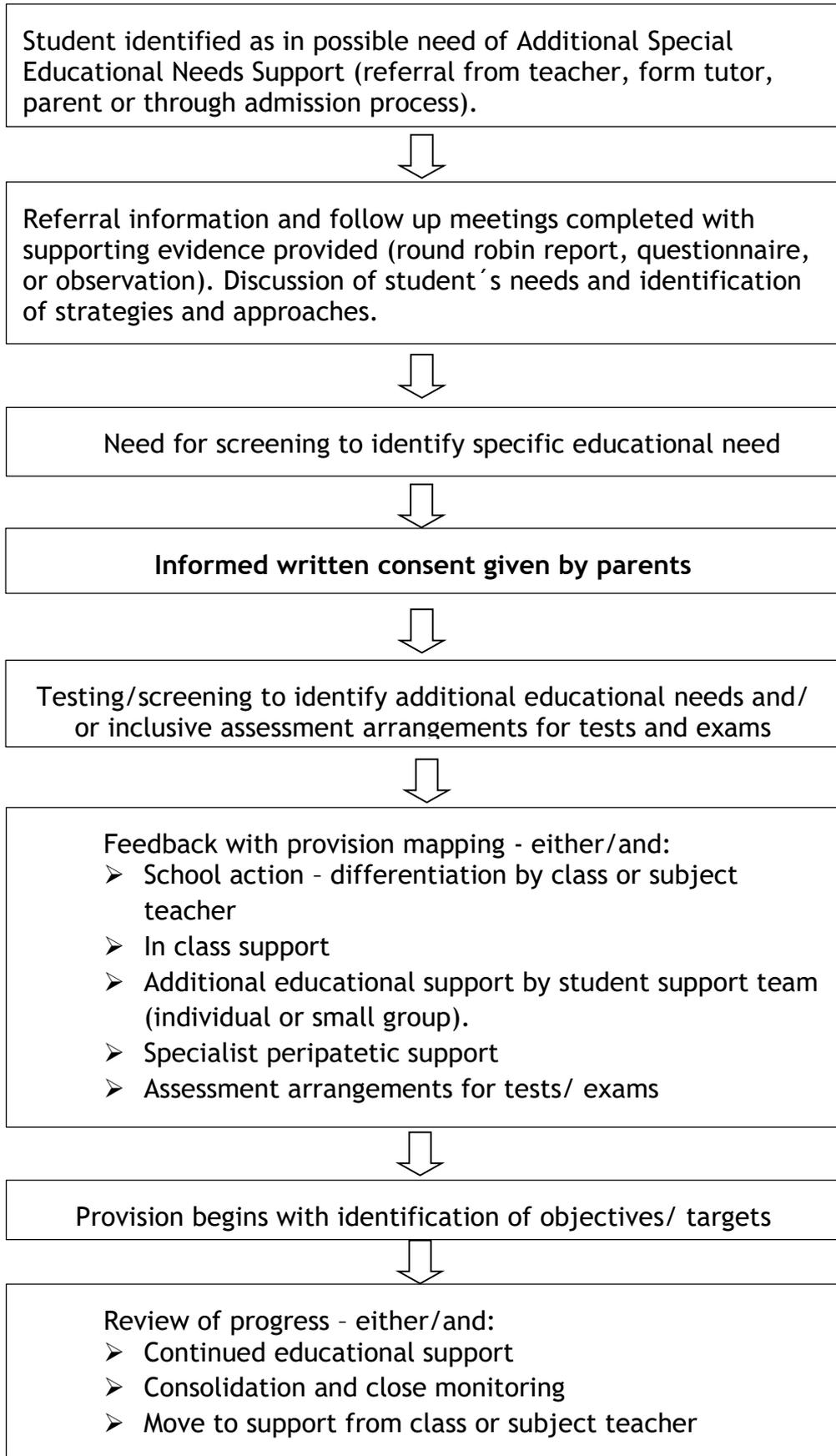
3.1 For English as an Additional Language

EAL Process for Primary and Secondary



3.2 For Additional Educational Needs

Referral Process for Additional Special Educational Needs



4. PROVISION

4.1. For English as an Additional Language

Either or both:

Withdrawal from selected subjects for EAL staff instruction in English and subject- specific language.

In-class support (ICS) provided by EAL staff, in selected subjects, to assist access to the content of mainstream classes.

Programmes

Primary School

In the primary school, the English as an Additional Language Department is part of the Student Support Department. It offers provision for children whose first language is one other than English. The curriculum is delivered in, and through, the English Language, but many children entering St. Julian's at the age of three do not speak English in their homes and so have to learn it during their first years at school. At this stage, the process of learning a second language (English) is very similar to the way the home language is acquired - through exposure, repetition, songs and rhymes and, above all, driven by the inborn urge to communicate. In primary, all teachers are, in essence, language teachers.

Children with little or no English entering St. Julian's at a later stage, (**KS1**- Key Stage 1- years 1 and 2 & **KS2** - Key Stage 2 - years 3,4 and 5) will need to acquire the four language skills - understanding, speaking, reading and writing simultaneously. Although these children will be placed in a class-based immersion setting, they will be given support by the EAL specialist teacher.

Secondary School

In the secondary school, students' levels range from Beginner to Advanced, necessitating preparation of individual programmes. On arrival, new entrants integrate into as many subjects as possible, depending on ability. As practical subjects are often the most immediately accessible, students will join PE (Physical Education), Art, ICT (Information and Communication Technology), Music, Creative Arts and DT (Design and Technology) straight away. Additional subjects are considered on the basis of the student's English level, age, first language, etc. Each student is considered individually, on a rolling programme of integration into further subjects, as they become more confident and proficient.

In addition to teaching the English language per se, a significant component of EAL provision involves CLIL (Content and Language Integrated Teaching), which

is fundamental to EAL education. EAL staff attend mainstream subject lessons (in-class support) and assist students with the language of the content area being studied. EAL lessons are then tailored to support comprehension and expression in the content areas, following up work covered in the subject lesson.

All EAL students should have access to a bilingual dictionary both at home and in school.

In both Primary and Secondary, staff regularly observe, assess and record information about a pupil's developing use of language in order to devise and review their programme. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. Staff liaise regularly to discuss pupil progress, needs and targets.

4.2. For Additional Educational Needs

4.2.1. School Action

In accordance with the New Special Educational Needs (SEN) Code of Practice, all students with additional educational needs at St Julian's are taught inclusively within the context of the mainstream classroom. This provision is part of habitual **School Action**.

As part of this inclusive everyday practice, teachers adopt strategies, modify teaching approaches and differentiate learning resources, to provide for a variety of student profile and ability within the class setting. Teachers also organise the learning environment and provide learning tools in order to facilitate students' access to the curriculum.

4.2.2. Learning development and access to assessment arrangements

For some students, additional, varied and/ or specific educational input is needed in order to further their progress, so that they can perform within expected levels and encompass preferred learning styles and specific learning difficulties and disabilities.

Students may receive the input of specialised teachers:

- within the classroom setting (in class support)
- in provision within small groups or for individuals separate from the mainstream classroom

These students are identified as being in need of Additional SEN support and their teachers are provided with information and given guidance on and teaching strategies for their individual needs.

Some students are able to access inclusive assessment arrangements for tests and exams, such as extra time to complete tasks and questions, separate invigilation, use of word processor, a reader or and/ or a scribe.

The objective of these arrangements is to ensure that students have equal opportunity to demonstrate their knowledge and skills. For this purpose, diagnostic tests are used in order to identify learning difficulties.

4.2.3. Communicating provision and action plans

Information is shared in order to facilitate effective communication between members of school staff. Students receive support for additional educational needs in a variety of ways and their provision is carefully monitored and communicated. Most identified students benefit from input from specialised teachers who collaborate with subject teachers and class teachers in planning lessons, adapting teaching approaches, and strategies and content so that effective learning can take place. For some students, this teaching and learning will take place additionally in small groups or individually, so that specific skills and knowledge can be targeted. Throughout the referral and assessment process, the progress of students is monitored so that a complete picture of their needs can be ascertained. Some students benefit from the close attention and monitoring of an identified teacher who will support them within lessons as well as providing highly specialised input. At times, and for certain duration, support may be provided by specialist internal and external services such as Speech and Language Therapy, Occupational Therapy, Clinical Psychology. At various stages of this provision, students may receive input based on targets identified in Individual and Group Education Plans. All students are considered for inclusive assessment arrangements, which are applied using guidelines determined by external examination boards. **The arrangement(s) put in place must reflect the support given to the candidate in school e.g during support and for internal school tests and mock exams.** This is commonly referred to as 'normal way of working'. **Applications cannot be made to the exam boards without evidence of this.**

4.2.4. Planning and Target setting

An Individual Learning Plan (ILP) or Group Learning Plan (GLP) is a working document which provides valuable means for collaboration and planning for students so that they have opportunities to reflect on their own learning, decide on objectives for development and monitor their progress. This is achieved through target setting, with students, teachers, parents and other individuals who provide support contributing towards educational goals. The department ensures that students' views are actively sought and incorporated at every stage. This is achieved through student contributions to their Educational Plans and Progress Review Meetings held with parents, school staff as well as external providers. These mechanisms and procedures inform on progress and attainment, and are supplemented by additional screening or diagnostic assessments to obtain a profile of a student's strengths and weaknesses which can then be used to review support and monitor the effectiveness of intervention. Parental permission is obtained before any diagnostic assessment is initiated, and where a student's needs are more complex, the department coordinator will recommend to his or her parents that a formal assessment be conducted by an Educational Psychologist or other appropriate specialist, either internally or externally.

The ILP/GLP details:

- short-term targets set in collaboration with the student
- the teaching strategies and resources to be used
- the provision to be put in place

- when the plan is to be reviewed
- Student strengths and specific needs/medical details
- learning outcomes and success criteria

4.2.5. Provision Mapping

The Student Support Department collaborates with mainstream departments, class teachers and specialists to plan for the learning development of students with a variety of needs. Provision maps may include:

- Cross-curricular in-class support: ensuring that each identified student's individual needs are met primarily in mainstream lessons, with effectively differentiated work programmes and resources.
- Small group work: Literacy, Numeracy, and various other subject areas that need additional explanation, consolidation and revision.
- 1:1 input: Interventions based on Literacy, Numeracy, Handwriting and keyboard skills, Speech and Language, Organisational and Study Skills, Coursework and Exam techniques, Personalised Learning Programmes with a focus on social, emotional and behavioural development.
- Advice and guidance to subject teachers and pastoral teams - typically for students with attention difficulties (strategies and target setting).
- Transition between key stages.
- Exam Access Arrangements: the department supports students who receive special arrangements for exams

Various teaching resources are used, including specific materials targeted towards reading and spelling difficulties (Alpha to Omega, Word Shark, Beat Dyslexia, Smart Phonics, Structured Literacy Dislexxit kits, Nessy Learning Programme), and numeracy development (Number Shark, Springboard Maths). Students are able to borrow books and audio books which are targeted towards developing interest and skills for a variety of learners (Lightning Reads, Rapid Readers and literature from specialist publishers such as Robinswood Press, Hodder Education, Ransom and Oxford Press).

Information and Communication Technologies (ICTs) can be a vital resource in promoting inclusion by meeting the needs of a variety of learners: addressing the challenges that emerge through disability or specific learning difficulty. These technologies enable the provision of teaching which is more individualised, using methods and approaches which are engaging, motivating yet can be used unobtrusively in a mainstream classroom environment. Computer based instruction can work as an additional teaching tool facilitating communication of directions, providing alternative methods for demonstration of ideas and highlighting and organisation of text, and as a resource for information and semantics. Students are able to focus on tasks individually or to work collaboratively in pairs or small groups. ICTs provide methods which help support students who may have motor, communication or learning difficulties as well as providing access to resources and programmes which have been designed to teach specific skills.

5. PARENTAL INVOLVEMENT

5.1. For English as an Additional Language

Suggestions on how to support your child and recommended English language learning sites are available on the EAL page of the school website (Academic »General» EAL) or below:

- <http://www.stjulians.com/media/28713/Websites-for-improving-your-EnglishB.docx>
- <http://www.stjulians.com/media/20086/Tips-for-improving-your-English.pdf>
- [Reading Eggs/ First News](#)
 - These excellent resources can be accessed by your child at home once the school has registered him/her.

5.2. For Additional Educational Needs

The amount parents support their children at home will have a direct bearing on their progress in school. There are many ways in which parents can help support their child's learning such as:

- Close working relationship with form tutor and teachers.
- Ensuring student planners are organised and used effectively and that work is handed in.
- Seeking advice from teachers and specialist staff on pupil progress.
- Attending Parents Evening, progress review and other meetings.
- Informing yourself about the curriculum and the targets set for your child in each subject.
- Understanding the interventions available and their impact on learning.
- Visit school to meet staff.
- Supervising revision /study at home.
- Encouraging independent reading and learning development at home.

Useful websites/ Literature:

- . British Dyslexia Association: www.bda-dyslexia.org.uk, www.dyslexia.tv
- . National Association of Special Educational Needs: www.nasen.org.uk/
- . Letts Practice Books and Study guides: www.lettsrevision.com/
- . Audio Books: www.readingrockets.org/, www.listening-books.org.uk
- . Reading material for dyslexic learners: www.barringtonstoke.co.uk
- . Crick software Write online: www.learninggrids.com
- . Website supporting different learning styles: www.sparktop.org
- . Study Skills: A pupil's survival guide by Christine Ostler
- . Nesy Learning Programme: <http://www.nesy.com/>
- . Word and Number Shark: <http://www.wordshark.co.uk/index.aspx>

6. SCENARIOS - some examples

6.1. For English as an Additional language

New entrant

Student A entered Year 1 with home language and adequate Portuguese but no English. Following evaluation, a programme was devised offering daily withdrawal. Due to this student's outgoing personality, previous language learning experience and a supportive home environment, the individual rapidly acquired the English language skills required to operate successfully in the mainstream classroom. After consulting the class teacher, it was agreed that support would be reduced and subsequently removed.

Internal referral

Following referral of Student B (Year 9) by their mainstream English teacher, a sample of the student's work was reviewed and input from other teachers requested. It was then decided that this individual would benefit from intervention and an individualised programme was established. The EAL teacher liaised with the student's subject teachers in order to make the language instruction as relevant as possible, while at the same time developing general English skills. Provision continued until the EAL teacher, in consultation with subject teachers, felt satisfied that the student could then access the curriculum with greater confidence.

6.2. For Additional Educational Needs

Student A received classroom based phonic support throughout Foundation Stage with little progress in her reading.

In Year 1- (KS 1) Student A was referred to the Student Support Department by her class teachers with concerns in the areas of; spelling, reading and lack of confidence. One on one support was provided in these areas by the teacher, class assistant and one on one support by the Student Support Department. At the end of Year 1 Child A's continued support was recommended for Year 2.

In Year 2 at a meeting with parents, class teacher and the student support teacher from the SSD, the school learned from the parents for the first time that Student A had suffered from intermittent hearing difficulties from an early age. A recommendation was made for a formal Speech and Language Assessment. Student A was assessed and diagnosed with a speech and language delay most likely to be the cause of the lack of expected progress. Speech and language therapy was initiated and strategies, games and activities were provided by the therapist to be practiced daily in school for 10 minutes and again at home. Student A received sessions of support from a student support teacher, both individually and through group work, in phonological awareness, sight word vocabulary, reading and reading comprehension.

In Year 3, Student A no longer required Speech & Language Therapy, but continued with differentiated teaching, support by the class teacher and classroom assistant together with an Individual Learning Plan. This, together with the student support teacher using Specialized Intervention Programmes - (Nessy, Word Shark, Rapid Reads, one on one daily ready intervention,

Acceleread/ Accelewrite, Stile resources and many more) during the Autumn Term in Year 3, translated into significant progress in terms of phonological skills, sight word reading, reading and reading comprehension. Student A gained confidence, improved substantially in her work and ability to concentrate. Her parents are delighted with the difference that collaborative support and team work with teachers, classroom assistants, the Student Support Department in Primary, and school collaboration with outside professionals, is reflected in the progress she has made academically.

Student B

Student B is a Year 4 girl that has been having problems controlling and managing aspects of her behaviour - particularly her anger. When angry she will often sulk and blame others and sometimes can get physically and verbally aggressive. Socially, she is perceived by other children as unfriendly, making it difficult to make and maintain friendships. This clearly impacts on her performance in school. At the root of this problem is low self-esteem.

The school psychologist sees Student B once a week, one on one- the main focus of the intervention programme and support has been to help develop a more positive image of herself and consequently help her change her behaviour. Helping her to learn to identify her own feelings will then reflect on how she accepts others. Strategies include developing a trustful relationship using talking, role plays, games, drawing and relaxation techniques to learn self-control strategies. In the playground, small interventions take place to help her understand and accept different points of view.

Meetings with teachers and parental involvement to provide home strategies have been helping her change her behavior, making her feel better towards herself and others.

Student C

A Year 7 student is admitted to the school with a background of Additional SEN needs in the areas of Working Memory difficulties and ADHD (Attention Deficit and Hyperactivity Disorder). As this student's parent has fully informed the school (as part of the admission process) about her learning profile, preferred learning style and previous support recommendations and provision, an effective support plan is put in place in preparation for the student's admission. The support plan includes a once weekly lesson for mastering memory and a targeted incentive plan focusing on key skills for attention and focus, completed by subject teachers and monitored by the student's Form Tutor and Head of Year. The student also benefits from the input of a Learning Support Teacher in core subject lessons (in class support). Following routine ability test screening for spelling and reading comprehension at the beginning of each academic year in KS3, this student is found to also have needs in the area of spelling as she attained standardised scores which are below average for the relevant year group. The student is encouraged to join a once weekly lesson focusing on assimilating phonetic knowledge and spelling strategies. The student is tested and re-tested to review progress in accordance with expectations for the year group. The student's subject teachers and the pastoral team are included in provision at School Action with collaboration for meeting learning objectives.

Student D

A Year 12 student approaches the Learning Support Department with concerns about possible attention and focus difficulties. The student has been a part of St Julian's since the early years of the primary school. He has been relatively successful in attaining expected academic outcomes, however, has felt recently challenged by the developing curriculum, particularly post 16. The Learning Support Department, following insight gained from discussions with the student and his teachers, makes decisions about which areas of learning may have compromised this student's progress and reflect a concern about aptitude. The student is fully informed as to the options for investigation of his ability; therefore, consent is gained (from the student and parents) for specific testing in areas relevant to the student's learning needs. Results from testing reveal that the student has needs in the area of auditory processing, with below average scores in several sub-tests. Following consultation with the student and his parents, a decision is made to pursue a full assessment of need, which is performed privately by a relevant professional, in such a situation, an Educational Psychologist. The student is comforted to know that his concerns have a valid basis and explanation. The student's teachers are also able to adapt their teaching strategies to encompass this student's preferred learning styles. The student is able to access learning support for study skills, strategies for forming written responses such as brainstorming and mind mapping and development of focus and memory strategies for retaining information acquired through teaching. Inclusive assessment arrangements are applied which enable the student to demonstrate his knowledge more effectively in test and exam situations.

(***)

Circumstances demonstrating how assessment objectives impact on the availability of access arrangements:

A student with severe dyslexia wants to take GCSE English and GCSE Spanish but has difficulties with communicating her written responses adequately. The student can have an adjustment in the form of a computer reader in the Reading section of the GCSE English paper and the GCSE Spanish Reading paper. The student cannot have a scribe in the writing papers for GCSE Spanish unless she is able to dictate each foreign word letter by letter. The student can, however, have a scribe in the Reading and Writing sections of the GCSE English paper. However, where separate marks are awarded for spelling and punctuation these cannot be credited. It may be appropriate to enter the student for GCSE Spanish if, with extra time of up to 50%, or the use of a word processor with the spelling and grammar check disabled, she can access the writing papers independently.

7. STUDENT SUPPORT STAFF

Joana Albino

(Secondary School, Clinical Psychologist, Learning Support Teacher)

Tina Almeida

(Primary School, Educational Psychologist, Learning Support Teacher)

Jennie Cottam

(Secondary School, English as an Additional Language Head of Department)

Ceri Grünewald-Davies

*(Primary School, Head of Learning Support Department,
Specialist in Specific Learning Difficulties/ Dyslexia: teaching and assessing - AMBDA)*

Valerie Hagan

(Secondary School, Learning Support Head of Department, Specialist Assessor)

Joana Lobo

(Primary School, Clinical Psychology Specialist)

Sharon McPherson

*(Secondary School, Learning Support Teacher, Specialist in Teaching Specific
Learning Difficulties: Dyslexia)*

Sophie Menczer

*(Secondary School, Learning Support Teacher, Specialist in Specific Learning
Difficulties Dyslexia: teaching and assessing - AMBDA, Specialist Assessor)*

Vicki Ozkurt

(Secondary School, English as an Additional Language Teacher)

Janet Smith Silva

(Secondary School, English as an Additional Language Teacher)

M^a José Vigo

(Primary School, English as an Additional Language Coordinator)

Elizabeth Wood

(Primary School, Upper Primary Coordinator)

8. Acknowledgments

This is an important document because it reflects in its composition a key educational principle that, in a school structured like St Julian's, careful vertical and horizontal curriculum planning is a fundamental prerequisite for coherent educational programmes.

The work that colleagues from the Student Support Departments (SSD, SEN and EAL) in the Primary and Secondary schools have done in the elaboration of this document is a testament to shared educational values and the application of those values in a way designed to support students with specific learning challenges.

This is a live document subject to continual review as we continue to develop our understanding of our profession and develop our awareness of what our students need and how those needs may be best served by designing how we teach and strategically plan our interventions.

I would like to thank my Student Support Department colleagues for their efforts in the composition of this handbook and express my admiration for their teamwork, their empathy for our students and their collective understanding of how we can make a significant difference to learning outcomes by working across sections with a common pedagogical purpose.

Nick Connolly