

# South Hunsley Inclusion Services



**What we can do to support your child**

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**Julie Wickenden**

**Assistant Headteacher - Inclusion and Narrowing Gaps**

**Child Protection Coordinator**

Inclusion is at the heart of everything we do and we are dedicated to ensuring that all our students have a love for learning and are able to reach their full potential. We aim to achieve this through a combination of both academic and pastoral support to create an enjoyable and successful educational experience where students can recognise their individual talents and abilities and achieve their goals.

The Inclusion Team comprises of a wide range of specialists who work together with parents and carers to help students achieve their best and feel included in all the opportunities on offer at South Hunsley School and Sixth Form College. Our support ranges from help with literacy and numeracy skills, to supporting students with behavioural, social or emotional issues. Where necessary, we provide personalised programmes of support to suit the child's individual needs.

The primary focus of the Inclusion Team is to constantly review how we support our students and ask the most important question: what does this student or group of students need and how can we meet those needs?

This booklet aims to show you some of the ways we support and nurture those students who may need some practical help or extra guidance to make sure they have every opportunity to grow and flourish as individuals.

I hope you find the information in this booklet useful. Members of staff are available to talk to at Progress Evenings and other school events should you wish to discuss anything further, or alternatively, contact details of key members of staff can be found on the back page.

Our Special Educational Needs Co-ordinator (SENCo) is responsible for managing all additional support arrangements in the school for both curriculum and personal care.

This involves working collaboratively with all subject areas to ensure the right curriculum support is available in the classroom and that teaching and support staff are properly informed regarding all our students' needs.

Additionally, our SENCo works with a range of external services to ensure students are appropriately supported and personal needs are met, as detailed below.

The Education Service for Physical Disability, the school nurse, physiotherapists and occupational therapists advise on personal care programmes and health matters; the school's educational psychologist, Child and Adolescent Mental Health Service and the Youth Support Service help with more emotional and behavioural issues. Speech and Language Therapists and the Education Service for Hearing and Vision help us to support students with either sensory impairments or developmental delays, or both.

All these services liaise routinely with the school to ensure the best possible arrangements are being made to support the young person during their time at South Hunsley. We also work closely with Social Services to ensure the students in our care are safe and well and are therefore able to reach their full potential in school.

Multiagency working is well established at South Hunsley and this complements the new reforms currently taking place in SEN nationally; replacing current statements with an Integrated Education, Health and Care Plan (EHCP) and the current School Action Plus and School Action categories with a new school based SEN category. The new system will be in place by 2014.

## STUDENT VIEW

### Alex Kaniewski Sixth Form student



*The school has always been aware of my Dyslexia and when I requested a laptop to help me in my lessons, they were more than happy to provide me with one. I have had it for about three years now and it has helped me greatly with my spelling and my revision – when I type things up I can easily read it back and revise from it much better than trying to read back from my often messy handwriting. I've also always had a little bit of extra time in exams which allows me to read through and double check my work at the end of each exam, which is also a great help. But it's not just this practical support that has been helpful, it's also the people in the learning support department; there is always a friendly face in the department who is happy to listen to you and help you with any problems you might be having.*

## SENSS Room

The Special Educational Needs Support Service room provides a friendly environment for students to work in, enabling them to develop strategies to help with their spelling and reading skills.

The students work in small groups which encourages them to be more confident with their learning. In the SENSS room there is a Multi-Sensory Learning Literacy programme which uses the five senses to aid learning, while also making it a more enjoyable experience for the students.



Heads of Year

Heads of Year are your first point of contact for pastoral support should you have any problems or queries relating to your child. As part of the Pastoral Team, their work is integral to that of the Inclusion Team, with whom they work closely on a daily basis to provide day to day support and guidance for our students. There is a close working relationship between all Heads of Year and our external agencies such as the Youth Support Service, Family Support Services, Police and our community PCSOs.

Heads of Year have an 'open door policy' for students at breaktime and lunchtime; students can call in to discuss any issues that may be concerning them, or just to say 'hello'. Some students may need more support than others and in these circumstances, their Head of Year will arrange to meet with them during the school day for one to one sessions. During these meetings a student is encouraged to talk about what is troubling them and it is then decided whether it is appropriate for them to be referred onto someone from our Inclusion Team or another agency who can offer more long term support.

Often the student just needs another adult or a peer mentor to talk to and some practical advice or guidance. When issues become more complicated for our students, our Heads of Year have access to a range of professionals and holistic support which can be drawn upon: from counsellors and adult mentors; to self-esteem programmes and supervised anti-bullying drop ins. Their role at all times is to ensure that each individual student gets the support he or she needs and that they make the right referrals and support the parents wherever

possible – this can mean 'sign-posting' parents to the support that is available externally too.

As Heads of Year, they also work closely with students who may have issues around attendance or behaviour. Again, in these circumstances, they liaise closely with students, parents/carers, Behaviour Support Supervisors, Attendance Officers and our Education Welfare Officer to help students improve their engagement with learning. An important facet of their work is to build honest relationships with the students, helping them mature and make choices that are right for them and their future.

The academic work of our students is monitored by their form tutor and subject specialists, as well as the Inclusion and Pastoral teams. As Heads of Year it is important that they support students academically too. This can mean sending students to homework clubs, or catch-up and after school booster sessions. They liaise closely with subject staff to enable them to see the whole picture of what is happening with a student and then share strategies with the students and the teaching staff. Each student is set individual target grades in their subjects and these are monitored regularly. Heads of Year have an overview of all the students in their year group and work closely with subject staff to identify students who may need additional support.

The aim of all our Heads of Year is to get to know our students well and to understand their individual needs and aspirations so they can help them on their way to achieve their goals.

A clear grasp of spelling, punctuation and grammar is now necessary for success across the whole curriculum. Students who are identified as needing extra support are able to access this either by attending our Literacy Booster Programme or through the range of extra curricular reading and spelling interventions we offer, as detailed below.

## Literacy Booster Programme

The Literacy Booster Programme concentrates on developing and consolidating a basic understanding of spelling, punctuation and grammar. The students chosen to take part are carefully monitored throughout the programme and complete various reading comprehension and writing assessments to determine progress. The small teaching group size and the time allocated (the programme runs over a ten week period) ensures that each student's individual weaknesses can be thoroughly addressed and good habits have the time to become well established.

## Lexia Reading Programme

The Lexia Reading programme is a software based programme which has been specifically designed to facilitate rapid progression towards improved reading levels. The programme also targets specific spelling weaknesses and aids



Gill Ambrose (HLTA for Literacy) and Elena Coss (HLTA for Numeracy)

word recognition. Again, students chosen to take part are carefully monitored to ensure progress and attainment. The software used for this programme continuously evaluates the child's progress and students cannot move onto the next level until they have successfully completed the current one. Students are withdrawn from one lesson a week to attend these sessions.

## Fresh Start Reading Programme

This reading programme is designed to help students catch up and develop fluent reading and writing skills. The programme will be delivered in four sessions over three hours each week: two one hour lessons and two extracurricular half hour sessions (using either registration time or lunchtime).

## Key Stage 4 Literacy Support

For Key Stage 4 students we offer a twilight programme to support and develop literacy skills. The students invited to attend are selected through teacher recommendation and data tracking. Students attending the twilight programme follow a tightly focused, bespoke programme tailored to improve each student's specific areas of weakness. Students are assessed and monitored throughout the programme.



Our numeracy intervention programme is for students who have been identified as needing additional support in Maths.

As part of our commitment to raising academic standards across the ability range, we hold a series of Numeracy sessions for students who require some extra support to reach their full potential. The aim of the programme is to narrow gaps in attainment between groups of students who have a range of complex needs, working with them on a personalised programme of support to suit them. It is run by a highly qualified Higher Level Teaching Assistant (HLTA) for Numeracy, who liaises with the rest of the Inclusion team and the Senior Leadership Team.

The targeted students are able to access support by taking part in our Numeracy intervention programme where they work in small groups of

three or four students as part of a personalised programme of intervention and support. These students are carefully monitored throughout, enabling them to improve their key numeracy skills. The programme aims to improve the students' confidence in basic Numeracy skills and is tightly linked with the schemes of work within the main Maths lessons. Working in a small group enables students to address their own areas of weakness, build up their confidence and develop their Numeracy skills, which in turn, has a positive effect on their performance in Maths lessons and across the wider curriculum.

Attainment in Maths is crucial to almost all post 16 courses and occupations. Minimum entry requirements for all colleges focus on English and Maths grades. The better the achievement in these areas, the greater the career choices our students will have.

# Education Welfare

The role of our Education Welfare Officer (EWO) is to support the school, parents and students with issues related to non-attendance. We understand that there are many, often complex reasons for students not attending school and we seek to work in partnership with students, parents and, where applicable, other agencies to offer support in trying to improve overall attendance and punctuality of all our students.

As an academy we have drawn up our attendance policy with our board of governors and in consultation with the Local Authority. The policy enables us to follow all legal requirements and guidelines, whilst providing targeted support for families where non-attendance becomes an issue.

We are able to offer a number of different interventions that can be applied when working

with students and parents. Interventions can vary from: letters of warning; meetings with Heads of Year to try and resolve issues related to poor attendance; the option to issue penalty notices for taking unauthorised holidays and panel meetings with a governor for patterns of persistent absence. In addition, we can also refer to the Home Tuition Service and in more serious cases of prolonged non-attendance, referral to East Riding Education Welfare Service for prosecution. Our intention, however, is always to support parents/carers and students to find solutions by working in partnership with them.

Our EWO works as part of our Inclusion Team and works very closely with our Assistant Head for Inclusion and Heads of Year to look at reducing patterns of non-attendance. We aim to offer a supportive approach to all students and parents.





Rachel Osborne and James Berridge - Behaviour Support Supervisors

The support required by some students may be that of an emotional, behavioural or social nature. The role of our Behaviour Support Supervisors is to ensure that these students are not prevented from engaging with school and are instead able to participate and succeed within lessons and positively contribute and participate in the wider school community.

Time is spent getting to know the students, their parents/carers and other professionals who might be working with the students, to identify support that would best meet their needs. Enabling students to feel comfortable and confident enough to request and access the support provided is crucial. This is the reason there are daily opportunities for students to attend informal lunch time or extra curricular drop in sessions where they can play games, watch films or talk informally. These sessions provide students with a safe place to go, an opportunity to meet new friends and the chance to build a rapport with staff.

Inclusion both within lessons and the wider school community is the priority. The support we offer ranges from behavioural interventions

within the classroom, to supporting students with alternative learning packages. It is greatly important to make sure students feel safe, confident and secure within the school environment. An open door policy is operated which enables students to speak to the supervisors about any difficulties they are facing.

Providing students with personalised support is also fundamental to the role. We believe every young person needs different support to enable them to overcome the difficulties they may be facing. We listen to students and develop strategies in partnership with them to allow them to overcome the barriers they are facing. We currently facilitate courses supporting students to overcome low self-esteem, to address anger and to develop solutions to day to day problems. This support is provided on both a one to one basis or within groups.

Our Behaviour Support Supervisors are committed to ensuring positive outcomes for all students and providing students with positive role models to speak to and work with; enabling them to reach their full potential and have a positive school experience.

The Kingston Learning Centre provides our students with a well equipped, quiet, friendly and purposeful working environment. It is a place where students are supported and encouraged to develop their learning skills to the best of their ability within the structures of a mainstream school. Students are referred to the Kingston Learning Centre for a number of reasons, as detailed below.

If our Gifted and Talented students are given a reduced and personalised timetable to support their needs in the area they are gifted in, they are supported in core subjects where needed. This enables them to reach their full potential academically, as well as in the field they are gifted in.

Some students are referred to the Kingston Learning Centre if they are underachieving or lacking in confidence in their English lessons as a way to boost their skills and build their self-esteem. In some cases, students are on the SEN register and require more in depth support to improve their skills. This support is delivered in a one to one or small group lesson which is carefully planned to suit the individual's needs.

Students who speak English as a second language are referred for extra English lessons, and in some cases will only receive English lessons in the Kingston Learning Centre if they are new to the United Kingdom and speak very little English. Where appropriate, we provide intense support and teaching which enables the student to proceed with integration into mainstream lessons more successfully.

We also provide personalised and reduced timetables for students who need extra support generally, or for those who have arrived from another school in Years 10 or 11 and are unable to meet a full timetable in the mainstream. In specific cases, some students are unable

to participate in physical activities and are therefore referred to the Kingston Learning Centre to be encouraged to reach their full potential academically. Some students are referred because of mental health issues and we create a personalised timetable to suit their needs more appropriately.

In all cases, students receive a personalised timetable to suit their individual needs in order for them to academically achieve to the best of their ability.



Ms J Johnson

Kingston Learning  
Centre Manager

*I teach and support those students who need additional English and are under achieving. English as a second language students are also referred to me in the Kingston Learning Centre for extra support and learning.*

*My role also includes managing the general administration of the centre, tracking progress of students, supervision of their learning within the centre, supporting students in core subjects, liaising with subject teachers and collating information regarding students referred to the Kingston Learning Centre.*

*I specifically support, educate and supervise students in Key Stage 4. This also includes Year 9 transition students, as well as Years 10 and 11.*



Here at South Hunsley we have our own resource base for the Educational Service for Hearing and Vision (ESHV).

Our specialised staff support students who have additional needs and require modified large print resources or use advanced technology to access the school curriculum.

The staff who run the ESHV resource base liaise with teaching staff to obtain coursework for modification, support students with a visual impairment in some lessons and advise on their subject related needs.

The ESHV also provides mobility and habilitation training when required. Our staff have training in Modified Large Print production, braille and also have other specialist skills that help and support our students in reaching their potential.

The resource base is overseen by a Teacher of the Visually Impaired.

## STUDENT VIEW

**Ellie Bush**  
Sixth Form student



*The work that the ESHV does for me includes adapting books and word documents to a font and size I can read, changing powerpoint presentations so they are easier for me to read, as well as ensuring that all the technology I use in lessons is accessible and functioning correctly. The support I get from everyone at South Hunsley is excellent, even down to the small details such as teachers reading out something on the board for me or giving me resources to look at on my computer rather than on a print out. My teachers know the kind of support I need in lessons and other members of staff who know me and see me on a day to day basis are more than happy to help me in whatever way I need.*



Beth Ransome

Sixth Form student and Peer Mentor

We have many Sixth Form peer mentors at South Hunsley who mentor students for a variety of reasons; possibly a student who is lacking in confidence or a student who may be struggling with school work.

Sixth Form student, Beth Ransome explains her role as a peer mentor:

“The students are provided with diaries so that they can write down anything that has bothered them during the week which then allows them to talk about it at the mentoring sessions.

Mentors tend to meet with their mentees once a week so that they can have a chat about what the student has been doing during the week and to talk to them about any worries or concerns they might have.

Students who are mentored have said they enjoy being mentored by sixth form students as they feel as fellow students, they can understand what they may be struggling with.”

## Police Community Support Officer

The Dale and South Hunsley neighbourhood policing team work closely with South Hunsley School. They liaise with staff on a regular basis and are on hand to offer help and support to the school when required.

The team hold a police surgery every two weeks, giving students the opportunity to voice any issues they may have, or simply to ask questions. Their regular attendance at the school helps them to build a healthy working relationship with both staff and students alike. We work in partnership with the Police to help sustain a safe learning environment for every student.

PCSOs Jessica Watts and Steve Lynch can be contacted via Brough Police Station on 630000. They have an excellent working relationship with the Pastoral Team at school and liaise very closely with our Heads of Year on issues relating to behaviour and safe guarding, as well as internet safety within the community.

# Contacts



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