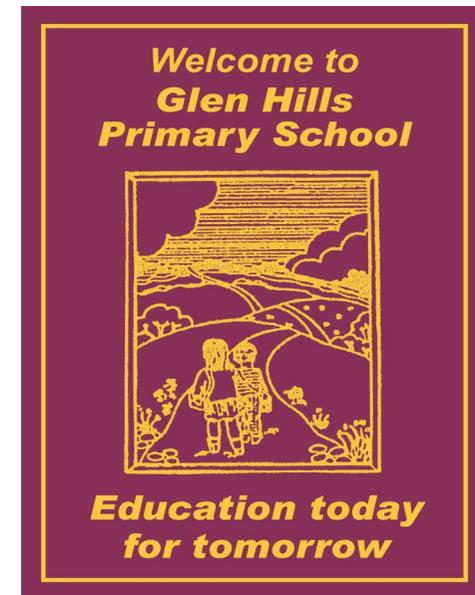


Parental Guide to Support at Glen Hills



This booklet is designed to explain the different types of support given to children at Glen Hills.

Support could be given for a variety of reasons to help children achieve their potential and maintain at least an expected level of progress.

Not all children will need extra support with their learning but all children's progress is monitored closely to ensure that support is given where necessary.

The following pages are set out by describing the type of support and interventions that are given in each year group.

Specific Needs

For children whose needs may be more complex, the school may use the services provided by the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist or Specialist Teaching Services.

If your child would benefit by being supported by any of these services then their teacher will discuss this with you.

For children with more specific needs in school a longer parent's meeting may be offered with the SENCo present as well. This replaces the normal 10 minutes parent's evening which the majority of children have.

If you have any questions regarding support arrangements within school, please speak to either your child's teacher or Mrs Cole, who will be happy to help.

Pupil Premium and Group Tuition

This is carried out in all year groups with many different children.

The focus' are on maths, reading, writing, comprehension, social skills and applying knowledge and skills.

The groups vary in size between 1 and 5 children and are delivered weekly for one hour by a teacher.

In the 4+ and Year 1 the hour session may be split over 2 days dependent on the children's concentration span.

The children are usually grouped by ability and the focus is on moving them to the next level, regardless of their ability.

4+ Unit

Gross Motor skills – this practices movements of whole body, arms and legs. It helps children to become more co-ordinated in their movements. This is delivered in 20 minute weekly sessions by the teacher or teaching assistant.

Fine motor skills – this practices movements of fingers and wrists. It helps children to control a pencil, do up buttons and other things that need 'fiddly fingers'. This is delivered in 20 minute weekly sessions by the teacher or teaching assistant.

Speech groups – this is aimed at children who have unclear speech or may not be able to say certain sounds. It helps children to hear the difference between sounds and to learn to say them with the correct mouth shapes. This is delivered in daily 10 minute sessions by the teacher or teaching assistant.

Language groups – this is aimed at children who may find understanding and following conversations or instructions more difficult than their peers or children who have difficulties in finding and using the correct vocabulary and grammar. It helps children to listen carefully, to use and understand a wider range of words, to take turns in a conversation, not to interrupt and to speak in full sentences that make sense. This is delivered in 15 minute sessions 2-3 times a week by the teacher or teaching assistant.

Confidence skills – this is aimed at children who may need to become more confident within the classroom. This is delivered in 20 minute weekly sessions by the teacher or teaching assistant.

Year 1

Boost Reading Potential (BRP) – this is a scheme which is aimed at children who need to develop their reading and comprehension skills. It is delivered in daily sessions by a teaching assistant.

Speech groups – this is aimed at children who have unclear speech or may not be able to say certain sounds. It helps children to hear the difference between sounds and to learn to say them with the correct mouth shapes. This is delivered in 15 minute sessions weekly by a teaching assistant.

Language groups – this is aimed at children who may find understanding and following conversations or instructions more difficult than their peers or children who have difficulties in finding and using the correct vocabulary and grammar. It helps children to listen carefully, to use and understand a wider range of words, to take turns in a conversation, not to interrupt and to speak in full sentences that make sense. This is delivered in 15 minute sessions 2-3 times a week by a teaching assistant.

Language and communication skills – this is aimed at children who may find understanding and following conversations or instructions more difficult than their peers or children who have difficulties in finding and using the correct vocabulary and grammar.

In Year Five this is delivered on a 1:1 basis for 15 minutes weekly by a teaching assistant.

Assertive Mentoring – this scheme focuses on specific areas of reading, writing, grammar, spelling and maths. It is delivered in 40 minute weekly sessions by the support teacher.

Success with Sentences – this scheme is aimed at children who need a boost with improving the quality of their writing. It is delivered in 20 minute weekly sessions by a teaching assistant.

Different interventions may also be used in Year 6 as the year progresses. You will be informed if your child is involved.

Year 6

Boost Reading Potential (BRP) – this is a scheme which is aimed at children who need to develop their reading and comprehension skills. It is delivered in daily sessions by a teaching assistant.

Beat Dyslexia – this scheme is aimed at children who may show tendencies of Dyslexia. It uses a multi-sensory approach to consolidate the skills needed for spelling, punctuation and sentence construction. It is delivered twice a week for 20 minutes by the support teacher.

Toe by Toe – this scheme methodically goes through blending word for reading. It is aimed at children who may struggle to blend and read words fluently. This is delivered daily for 5 minutes by the class teacher or teaching assistant.

Booster groups – this intervention is for children who need a boost with maths, reading, or grammar. It is delivered by a teacher or teaching assistant and focuses on specific areas of weakness ready for the Year 6 SATS.

Words First - this scheme teaches children a set of words which they practice and consolidate through reading the set books. It helps them to recognise 'on sight' the key words that they need to know. This is delivered 2- 3 times per week for 15 minutes by the class teacher.

Fine motor skills – this practices movements of fingers and wrists. It helps children to control a pencil, do up buttons and other things that need 'fiddly fingers'. This is delivered in 15 minute weekly sessions by a teaching assistant.

Social skills group – this is aimed at children who need extra support to take turns, express how they are feeling and work with other children cooperatively. It helps children to practice skills in a small group that they need for everyday school life. This is delivered in 15-20 minute weekly sessions by a teaching assistant.

Year 2

Extra literacy support – this is aimed at children who need extra help with reading, writing and spelling. It follows the structure of the daily literacy lesson but may be recorded in a different way. This is delivered daily for 40 minutes by the class teacher or teaching assistant.

Fine motor skills – this practices movements of fingers and wrists. It helps children to control a pencil, do up buttons and other things that need ‘fiddly fingers’. This is delivered in 20 minute weekly sessions by a teaching assistant.

Speech group – this is aimed at children who have unclear speech or may not be able to say certain sounds. It helps children to hear the difference between sounds and to learn to say them with the correct mouth shapes. This is delivered in 15-20 minute weekly sessions by a teaching assistant.

Language and communication group – this is aimed at children who may find understanding and following conversations or instructions more difficult than their peers or children who have difficulties in finding and using the correct vocabulary and grammar. It helps children to listen carefully, to use and understand a wider range of words, to take turns in a conversation, not to interrupt and to speak in full sentences that make sense. This is delivered in 15-20 minute weekly sessions by a teaching assistant.

Toe by Toe – this scheme methodically goes through blending word for reading. It is aimed at children who may struggle to blend and read words fluently. This is delivered between 4-5 times a week for 5 minutes by the class teacher or teaching assistant.

Fine motor skills – this practices movements of fingers and wrists. It helps children to control a pen for joined writing, do up buttons and other things that need ‘fiddly fingers’. This is delivered in 10 minute daily sessions by a teaching assistant.

Language and communication skills – this is aimed at children who may find understanding and following conversations or instructions more difficult than their peers or children who have difficulties in finding and using the correct vocabulary and grammar. In Year Five this is delivered on a 1:1 basis for 15 minutes weekly by a teaching assistant.

Precision Teaching – this scheme targets a specific area of difficulty that one child might be having. It works through practicing and learning a way to do a certain spelling or calculation so that it becomes automatic for the child. It is delivered on a 1:1 basis daily for 10 minutes by a teaching assistant.

Year 5

Smaller class for literacy – this is a class of about 12 children who need extra help with reading, writing and spelling. It follows the same genre of work that the main classes do but may be taught or recorded in a different way. It helps children to consolidate their learning, become more confident in themselves and encourages them to become more independent with their work. It is delivered as the literacy lesson daily by a teacher and supported by a teaching assistant.

Smaller class for maths - this is a class of about 12 children who need extra help with maths. It helps children to consolidate their learning, become more confident with maths and encourages them to become more independent with their work. It is delivered as the maths lesson daily by a teacher.

Reading and Thinking – this scheme is aimed at children who can read but do not always understand what they have read. It teaches them to read a text carefully and answer questions that do not have an obvious answer; i.e. ‘read between the lines.’ This is done by the children independently and checked through with the teacher or teaching assistant daily.

Boost Reading Potential (BRP)– this is a scheme which is aimed at children who need to develop their reading and comprehension skills. It is delivered in daily sessions by a teaching assistant.

Words First - this scheme teaches children a set of words which they practice and consolidate through reading the set books. It helps them to recognise 'on sight' the key words that they need to know. This is delivered 2 - 3 times per week for 15 minutes by the class teacher.

Toe by Toe – this scheme methodically goes through blending word for reading. It is aimed at children who may struggle to blend and read words fluently. This is delivered between 2-3 times a week for 5 minutes by the class teacher.

Overcoming Barriers in maths – this intervention is aimed at children who are working at level one in maths and need an extra boost to move to level two. It helps children to consolidate, understand and be able to use the skills needed to work at level 2. This is delivered for 15 minutes daily by a teaching assistant.

Boost Reading Potential (BRP)– this is a scheme which is aimed at children who need to develop their reading and comprehension skills. It is delivered in daily sessions by a teaching assistant.

Year 3

Smaller class for literacy – this is a class of about 10 children who need extra help with reading, writing and spelling. It follows the same genre of work that the main classes do but may be taught or recorded in a different way. It helps children to consolidate their learning, become more confident in themselves and encourage them to become more independent with their work. It is delivered as the literacy lesson daily by a teacher and supported by a teaching assistant.

Smaller class for maths - this is a class of about 10 children who need extra help with maths. It helps children to consolidate their learning, become more confident with maths and encourages them to become more independent with their work. It is delivered as the maths lesson daily by a teacher and supported by a teaching assistant.

Boost Reading Potential (BRP)– this is a scheme which is aimed at children who need to develop their reading and comprehension skills. It is delivered in daily sessions by a teaching assistant.

Toe by Toe – this scheme methodically goes through blending word for reading. It is aimed at children who may struggle to blend and read words fluently. This is delivered between 4-5 times a week for 5 minutes by the class teacher or teaching assistant.

Fine motor skills – this practices movements of fingers and wrists. It helps children to control a pen for joined up writing, do up buttons and other things that need ‘fiddly fingers’.

This is delivered in 10 minute daily sessions by a teaching assistant.

Speech, Language and communication skills – this is aimed at children who may find understanding and following conversations or instructions more difficult than their peers; children who have difficulties in finding and using the correct vocabulary and grammar or children who have unclear speech sounds.

In Year Four this is delivered on a 1:1 basis for 15 minutes weekly by a teaching assistant.

Reading and Thinking – this scheme is aimed at children who can read but do not always understand what they have read. It teaches them to read a text carefully and answer questions that do not have an obvious answer; i.e. ‘read between the lines.’ This is done by the children independently and checked through with the teacher or teaching assistant daily.

Boost Reading Potential (BRP)– this is a scheme which is aimed at children who need to develop their reading and comprehension skills. It is delivered in daily sessions by a teaching assistant.

Year 4

Smaller class for literacy – this is a class of about 12 children who need extra help with reading, writing and spelling. It follows the same genre of work that the main classes do but may be taught or recorded in a different way. It helps children to consolidate their learning, become more confident in themselves and encourages them to become more independent with their work. It is delivered as the literacy lesson daily by a teacher and supported by a teaching assistant.

Smaller class for maths - this is a class of about 12 children who need extra help with maths. It helps children to consolidate their learning, become more confident with maths and encourages them to become more independent with their work. It is delivered as the maths lesson daily by a teacher.

Toe by Toe – this scheme methodically goes through blending words for reading. It is aimed at children who may struggle to blend and read words fluently. This is delivered between 4-5 times a week for 5 minutes by the class teacher or teaching assistant.

Extra spelling/phonics – this scheme methodically goes through blending sounds for spelling. It is aimed at children who may struggle to blend and spell words accurately. This is delivered between 4-5 times a week for 5 minutes by the class teacher or teaching assistant.

Speech group – this is aimed at children who have unclear speech or may not be able to say certain sounds. It helps children to hear the difference between sounds and to learn to say them with the correct mouth shapes. This is delivered in 15 minute weekly sessions by a teaching assistant.

Language and communication group – this is aimed at children who may find understanding and following conversations or instructions more difficult than their peers or children who have difficulties in finding and using the correct vocabulary and grammar. It helps children to listen carefully, to use and understand a wider range of words, to take turns in a conversation, not to interrupt and to speak in full sentences that make sense. This is delivered in 15minute sessions weekly by a teaching assistant.