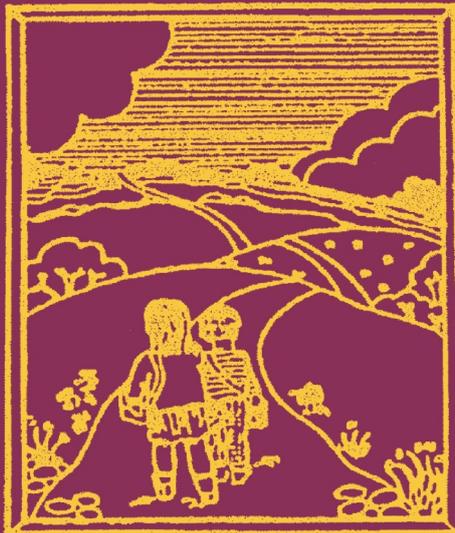


# **Parental Guide to Support at Glen Hills**

*Welcome to  
Glen Hills  
Primary School*



*Education today  
for tomorrow*

**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.**

## **4+ Unit**

**Gross Motor skills** – this practices movements of whole body, arms and legs. It helps children to become more co-coordinated 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.

## 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.

**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 using playdough. 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 to all children by the class teacher.

**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

**Fine motor skills** – this practices movements of fingers and wrists using playdough. 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.

**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.

**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.

**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.

**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.

**Fine motor skills** – this practices movements of fingers and wrists using playdough. It helps children to control a pencil, do up buttons and other things that need ‘fiddly fingers’.

This is delivered daily in 10 minute session by the small group teacher.

**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 4 times a week for 20 minutes by the class teacher or 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.

**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 small group teacher.

**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 small group teacher.

**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 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.

## 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.

**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.

**Transition** – this intervention is for children who need an extra visit or preparation for moving on to Secondary school. We organize a group visit with the Secondary schools and liaise with the SENCo staff there to make sure the transition is as smooth as possible.

## **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.

## **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.