



# JUDGEMEADOW COMMUNITY COLLEGE

Lionheart Educational Trust

# Support for Learning

## Information for Parents and Carers

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### LIONHEART ACADEMIES TRUST

Lionheart Academies Trust is an exempt charity and company limited by guarantee.  
Registered in England Company No: 8473899 | Ridge Way, Oadby, Leicestershire LE2 5TP  
0116 272 9100 | [info@lionhearttrust.org.uk](mailto:info@lionhearttrust.org.uk) | [www.lionhearttrust.org.uk](http://www.lionhearttrust.org.uk)  
CEO Kath Kelly MSc



## **Welcome to Support for Learning!**

At Judgemeanow we have a well-qualified and experienced team of teachers and teaching assistants dedicated to providing high quality support to students with additional needs. In line with the principles of the Special Educational Needs Code of Practice, we aim to give all students access to a broad and balanced curriculum. For some students this will mean providing additional support and/or interventions to enable them to learn and make progress.

We work closely with subject teachers, the pastoral team and other school-based support staff to meet students' needs. We have positive links with external agencies, like Educational Psychology, the Special Educational Needs and Disability (SEND) Service and Children's Community Health, in order to access and share strategies to support students effectively.

We believe in building good relationships with parents and carers in order to ensure that the people who know our students best can contribute to their progress and support in school.

And, last, but not least, we involve students in setting and reviewing targets for improvement and providing feedback about the interventions and support they have received.

**SENCO**  
**Special Educational**  
**Needs Coordinator**

**HLA Higher**  
**Level**  
**Teaching**  
**Assistant**

**Level 3**  
**Teaching**  
**Assistant**

**Teaching**  
**Assistant**  
**team**

Support for Learning Department Staff:

Mr. J Singh: SENCo

Mrs. M. Holdar: Higher Level Teaching Assistant (HLTA)

Level 3 Teaching Assistant

Teaching Assistant Team

## **Transition from Primary School to Judgemeadow**

Members of the Support for Learning team gather information about students who are on the SEN register at their primary school. We endeavour to attend Statutory Annual Review Transition meetings of students with an Education Health and Care Plan (EHCP).

Prior to the full 'New Intake Day' in June, we hold a morning 'Workshop' for all students on the SEN register and any other vulnerable students identified by their primary school.

This gives them the opportunity to meet key staff and other students. In small groups they have a tour of the building and also ask questions about the school.

All students have a reading test during their first few weeks with us. This combined with KS2 information enables us to assess the appropriate teaching group and interventions for students with literacy difficulties.

The SENCo is always happy to make an appointment to meet parents of prospective students, to discuss concerns they may have about their child's needs and is available on New Intake Parents' Evening in June to discuss any last-minute worries.

Within the first few weeks of the autumn term parents are invited to arrange a meeting with the SENCo to share information and discuss the transition and desired outcomes.

## Interventions in Year 7

- Direct Instruction literacy intervention for small groups of students with the lowest reading scores. Students are extracted out of mainly Humanities lessons for 4 hours a week
- Reciprocal Reading intervention which is a 1:1 session once a week during morning registration for targeted students whose reading scores are below age expectations.
- Direct Instruction numeracy intervention for small groups of students with the lowest maths scores. Students are extracted out of language lessons for 2 hours a week.
- Communication Skills groups for students with speech and language or communication and interaction difficulties. Students meet once a week out of morning registration.
- Nurture Group for students who may be having difficulties with confidence and 'finding their feet'. Students meet once a week out of morning registration.

## Areas of Need

Within the Support for Learning team, we have the training and experience of carrying out school-based assessments of students identified as having possible learning difficulties, and we work closely with our link teachers at the SEN Support Service to ensure that procedures for early identification and further assessment are in place.

We share any advice and strategies for support with teachers.

All teachers received the Autism Education Trust (AET) Level 1 training in September 2017 to increase awareness of the needs of students with Autism or autistic traits.

Parents who are concerned that their child may have any learning needs can contact the SENCO to discuss assessment in school.

There is a wealth of information about identifying and supporting young people with dyslexia on the BDA website:

DSCF 1708/9 <http://www.bdadyslexia.org.uk>

For further information on Autism Please see the link below:-

<http://www.autism.org.uk>

For information on Speech and Language Difficulties:

<http://www.communicationtrust.org.uk>

### **Support in Year 8 and beyond**

- Students continue to be targeted for morning registration literacy interventions aimed at increasing reading scores to a more age appropriate level.
- Behaviour and nurture support and mentoring/education coaching is provided for individual/small groups of students.

### **Exam concessions**

In year 9/10 students are assessed for their entitlement to access arrangements for their exams.

### **SEN Trips**

We work closely with all faculties to ensure that students with SEN are fully included in all trips and provide additional support to enable these to happen where necessary.

We work closely with our School Sports Champion to enable many of our students to take part in inclusive sports activities, both at our afterschool club, and by participating in interschool matches and events during the school day.

### **Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015**

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **The Special Educational Needs and Disability Regulations 2014**

<https://www.ipsea.org.uk/file-manager/SENlaw/send-regs-uksi2014.pdf>