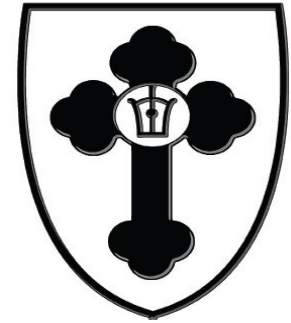




LEARNING SUPPORT

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**William Brookes
School**



Learning Support

**Parents' Guide
2010 - 2011**



AIMS

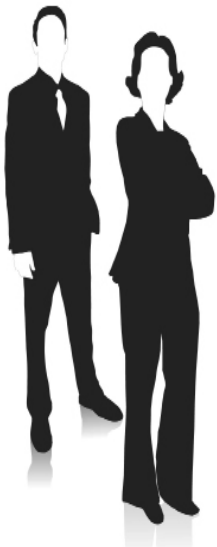
The aims of the Learning Support Department are:

To enable all students to develop as fully as possible their abilities, interests and aptitudes and to make additional provision if necessary for those who have a specific difficulty.

To develop skills and attitudes that will enable the students to take their place in a working world.

To develop positive, good social attitudes and relationships.

To encourage and develop interests that will provide personal fulfilment beyond school



Teachers:

Mrs L Ravenscroft SEN Co-ordinator

Senior Teaching Assistants:

Mrs R Dickinson and Mrs G Clarke

Teaching Assistants:

Mrs M Bain	Mr M Morris
Mrs P Bristow	Mrs S Lovelace
Ms S Brown	French subject TA
Mrs M Evans	Ms V Bennett
Ms R Gennard	Ms A Vicente

Student Support Centre:

Mrs S Reynolds	Inclusion Manager
Mrs S Hall	Student Support Officer
Mr G Walker	Student Support Officer
Mrs S Roberts	Student Support Officer
Mr T Carter	Student Support Officer
Mr S Swannick	Student Support Officer

STUDY SUPPORT

In KS4, selected students are invited to join Study Support. This is accredited by ASDAN. The scheme offers a flexible activity-based programme allowing students to develop personal and social skills. The course develops Key Skills of Improving Own Learning through:

- A college day release or a full day work placement per week, starting in Year 10,
- Individual careers interview and action planning,
- Participation in a St John's Ambulance Young Lifesaver Award (to Level III),
- Accreditation through the ASDAN Wider Skills Awards (up to 3 GCSE equivalent),
- Coursework support,
- An accredited qualification in Road Safety.

ORGANISATION

The Learning Support Department is based in the 'Heart' of the school. It consists of a suite of rooms that provide flexible accommodation for small groups, larger groups and one-to-one interviews. Support is provided for students who need extra help in order to benefit fully from all areas of the curriculum. All students are integrated into mainstream classes and the majority of support is provided within the classroom, by subject-based Teaching Assistants, complemented by individual and small group sessions if and when appropriate.

The Department has a team of caring and committed teaching staff and teaching assistants. Most Teaching Assistants are based in a subject area.

All students are part of the whole school. They are all members of a mixed ability tutor group. Many of the lessons in KS3 are taught in these groups, although students are regrouped by ability in some subjects. Much of the help given to students is through in-class support. This is provided by a second adult in the class who is either a special needs teacher or a teaching assistant. The second adult, though nominally attached to one or two students in a class, can offer help to a wider number of students who may need help at a given time. Thus support is more widely spread and getting help from a second adult is part of the normal routine of the classroom.

Some students are withdrawn from the mainstream lessons for short periods of individual help if a learning difficulty is slowing their progress.

A small number of students with emotional and/or behavioural difficulties also have individual support and counselling. By using a number of approaches, we hope to offer the maximum support with the minimum of isolation. We work closely with the Inclusion Manager when appropriate. Students in Key Stage 3 may be placed in smaller groups for literacy and numeracy if they need extra help.

Supervised homework help is available in a computer room every lunchtime. A Games Club provides a quiet lunchtime environment; students attend this by invitation only.

THE NATIONAL CURRICULUM

The National Curriculum is the entitlement of all children. This applies equally to children with SEN/D. Students' needs will vary. The Learning Support staff work closely with others to consider the best provision for the full ability range.

CODE OF PRACTICE

William Brookes School follows the principles and guidelines of the 2001 Code of Practice on the identification and assessment of Special Educational Needs.

Our full SEN policy is available on request.