

How is extra support allocated to students?

If a student is not known to have SEND, but is not making progress as expected, or if teachers have concerns about the progress or wellbeing of a student, they will raise this concern with their Head of Year/Progress or our Assistant Headteacher/SENDSCO. If the concern persists, a meeting will be held with parents to discuss the concerns and decide together what actions would be most appropriate to support the student. Actions might include personalisation within lessons, support from a Learning Support Assistant in some lessons, or asking advice from specialists and acting on it. At Clapton Girls' Academy, we appreciate that parents are experts on their own children and always listen carefully to their views and plan together. Students themselves are also asked about any difficulties they are having and what sort of support they feel would benefit them, and their views are also listened to and taken into account. Most extra support for your child will take place in class, through differentiation by teaching staff or support from learning assistants.

At Clapton Girls' Academy, we are aware how important it is that all teachers and learning support assistants working with your child are aware of their specific learning needs. Therefore, learning support assistants and subject teachers meet regularly to discuss the needs of particular students and groups and the best way to address those needs. We are always happy to share information with parents on request.

To complement our emphasis on in-class support we carry out individual assessments of need and aim to provide individualised intervention where it is needed. This might include:

- Targeted personalised learning support
- Additional literacy support
- Using technology to support literacy
- Individual or group mentoring
- Social skills support
- Development of a pupil passport which is shared with staff to inform differentiation and in-class support

Additional Literacy Support

In order to raise achievement, additional literacy support is provided by our learning support assistants for students working below the expected level for their age.

The aim is to provide work and individual attention for those students who are experiencing difficulties with literacy. This may be required by an EHCP but also it may be indicated as necessary by information gained from assessment results and teacher feedback or concerns expressed by parents or teachers. Student participation and progress in these groups is reviewed regularly and changes may be made at any time. Progress will be discussed with students and parents each term.

Support for students is flexible and individualised in order to ensure that individual student needs are met. For example, some students may require intensive support with reading while others may read quite well but require considerable support with putting their ideas into writing, or with accessing the meaning of a text. Various resources are used to assist students in acquiring the knowledge and skills needed. For some students a short intervention may be enough for them to catch up with their peers; others may need a longer period of time in order to progress.