



Learning Support

A QUICK GUIDE TO LEARNING SUPPORT

Skills + Space = Sorted

Helping every pupil realise their potential.

The range of specific educational needs we currently cater for include:

Dyslexia

Dyscalculia

Dyspraxia

ASD

Obsessive Compulsive Disorder

Visual Impairment

Hearing Impairment

English as a Second Language

ADHD

SEMH

As an equally academically ambitious and sensitive school, Woodhouse Grove has had a Learning Support Unit for over 30 years and approximately 10% of our intake receives support.

A visit to the school provides the opportunity to discuss strengths and weaknesses with staff. It is helpful to see any specialist reports, such as Educational Psychologist or medical reports, at this time.

The previous school report is the most important source of information about current needs and how they can best be met in school, e.g. which strategies were successful, both within class and in any withdrawal group.

All prospective pupils sit an exam in January (a one hour English paper and a one hour maths paper). This can be taken in a small room with access to computers if it is helpful to type and two members of staff to assist with instructions and understanding.



“Believe you can and you’re halfway there.”

SUPPORTING STUDENTS

We offer two levels of support:

Watching Brief: We invite parents and pupils to provide a profile of strengths and weaknesses, hobbies and interests. This will be given to all teachers so they are aware of pupil needs. A link teacher will be assigned so that parents know who to contact at school. This teacher will have an overview from other subject teachers.

Pupils joining in year 7 will be invited to the Chocolate Biscuit Club. This meets one lunchtime a week and is an informal way of pupils and staff meeting to help the settling in process in a new school.

Pupils on 'Watching Brief' are monitored through reports and school testing and can speak to Learning Support staff whenever they need to.

Withdrawal to the "Unit": This typically accounts for 10% of the timetable.

Years 7 to 9: Pupils are withdrawn, usually from a language, to join a small group supporting mainstream English language skills, study skills and personal organisation.

Years 10 and 11: All pupils choose four options at GCSE, in addition to English, maths and science. One of these can be Learning Support. One GCSE is traded for "Unit" time which has proved to be very effective in boosting other grades. Time is spent on exam technique, consolidation and organisation of notes and reinforcement of learning.

Sixth Form: Student and staff timetables can be cross-referenced to allow for individual support as necessary.

GCSE & A-Level Exams

Annual testing is carried out throughout the school so as to build up a history of need and provision in order to apply for Access Arrangements. These include word processing, extra time and/or a reader in exams. In addition to test results, the exam boards require subject based evidence throughout the course. This may take the form of unfinished work in timed conditions.

Quotes from pupils:

- *The “unit” always has time to help me understand anything I’m stuck with.*
- *There is always someone to talk to, no matter what the problem.*
- *Exams are a lot less scary now that the “unit “ has helped me understand how to approach them.*
- *The “unit” has helped me by stopping my anxiety towards the work I have to do and it has given me the space to do better in a really friendly environment.*
- *My confidence has grown so much since going to the “unit”.*
- *Joining school late, the “unit” has really helped me catch up and feel settled .*
- *The small groups mean lots of support and attention.*
- *We are given the space we need to complete our work in a friendly working atmosphere.*
- *The “unit” has given me the confidence to expand my answers so I now get better scores.*

Quotes from parents:

- *It is a comfort for me, as a parent, to know that support exists.*
- *My two children are both very different, thank you for treating them as such.*
- *You have given him the support to approach his GCSEs with confidence.*
- *Your reassurance has made all the difference..*
- *Learning support has taken away any stigma of being “different” and my son is really enjoying seeing the progress he is making.*

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