

How could you help your child?

If you are visiting us on IEP day then you are already helping: thank you!

However parental support and interest is the key factor to students success. Please do continue to do the following:

- Check and sign your child's homework diary weekly.
- Read with your child daily for at least 10 mins daily to boost reading age if this is below national expectations.
- Support revision by testing your child's memory; drawing up a revision schedule.
- Support homework by enforcing completion before fun & games. This may seem cruel but using their brain keeps it healthy. They will thank you when they are older!
- Please support us over any behavioural difficulties your child may exhibit. Children with special needs get frustrated easily. Whilst we understand and sympathise we also need to instil responsibility for actions at an early age. We provide a **huge amount of emotional support** for our students but give them clear consequences for any difficult behaviour that is under their control. However we also encourage them to use the tools we provide to develop their ownership of their behaviour and to promote independence and better outcomes at GCSE.
- Ensure your child gets at least 9 to 10 hours sleep per school night where possible.
- Replace fizzy drinks with water and please avoid Pepsi or Coke on school nights. Water increases concentration by over 30%!
- Avoid sweets, drinks and foods with additives as much as possible. Give them fish as it is brain food but no more than three times per week.
- Talk to your child, read to them and help improve their literacy but maybe through cooking together (encourage them to read labels and recipes, go shopping together (make them write a list and find the items) or watch films with English subtitles as well as conventional reading. Sometimes it is the attention from a busy parent that motivates them to start reading on their own. Fitting all of this in is daunting when our lives are so busy but it really motivates students to learn.
- We provide a free NHS guide on how to get your child 'Ready to Learn' and will provide you with a copy at Annual Review Meetings or on request..

Thank you for your support!

Thank you for reading this leaflet and for entrusting your child to us.

If you have any concerns please do contact Supportive Skills Department on: 01733 703991 asking for the SEN Office.

Alternatively we look forward to seeing you on IEP Days!

The Supportive Skills Department at SHSCC

Karin Bobrowicz: SENCo
Stephen Emeny Deputy SENCo
Elizabeth Lancaster SEN Admin Assistant

Please phone Reception on 01733 703991 and ask for the SEN Office and they will deal with any queries or pass a message on to any of the team in SSD.

Alternatively you can get direct feedback from our Senior Teaching Assistants or the TAs in their team, however please contact the SEN Office first and they will ensure your request gets passed to the correct person.

The SEN Office is manned between 9am and 3pm although urgent information can be left as a voicemail via the Reception phone line or as an email to the office@sirharrismith.cambs.sch.uk

SENIOR TA	YEAR GROUP
SANDRA DONNACHIE	Joint 7 & 8
EPC Lead for	
Literacy & Numeracy	
LYNN KINSEY	Joint 7 & 8
EPC Lead for Life Skills	
JULIE SKIPWORTH	9
Behaviour & Autism	
HAYLEY BASS	10
LAC Coordinator & Step Up	
WENDY PROUD	11 & 6th Form
Physio & Transition	

Our department is split into mainstream support and an Enhanced Provision (Centre EPC) which is a transition centre for cognition & learning spanning year 5 (primary) through to year 8 (secondary) in the main. Please ask for our EPC leaflet if you would like more information about our EPC.

How do we help?

For selected students who meet our criteria we run Step Up booster sessions every morning from 8.30 to 9am. These last for 10 weeks initially. They include one or more of the following:

- Numeracy (based on KS2 data)
- Literacy (KS4 relevant SEN)
- Handwriting (KS3 small groups)
- Sensory Circuits (tailored)
- Organisation support for EPC students

We also support students with autism and organisational difficulties as needed, this includes visual timetable support, social stories and anger strategies to modify behaviour plus relaxation strategies. These are ad hoc sessions as required but not sustained support unless the child has a statement of educational need.

We link in with agencies such as occupational therapists, physiotherapists, ADHD clinic, Neurodevelopmental Team (Autism and complex difficulties) and various others to ensure we have and use the best strategies to meet your child's needs.

Our base is in the Yellow (sunshine) corridor and our rooms are open during break and lunchtime for vulnerable students to meet friends and eat.

As well as the after school homework club, we run a lunchtime homework club every day between 1.30 to 1.55pm in Purple 05. Please encourage your child to visit as it is tailored to those with SEN. Additionally we run a Homework lunchtime club in SSD Mondays, Wednesdays and Fridays by invitation only.

Our Teaching Assistants (TAs) will primarily support students in lessons, although there is a small amount of withdrawal work for students with extremely complex needs who are funded for this. Please note our aim is to promote independence in our students as your child needs to leave us as an independent learner with the ability to sustain the world of work or be successful at college.

Our main support for students without statements at KS3 is to facilitate access to the curriculum by supporting teachers to make the necessary 'reasonable adjustments' to class teaching. This may include changing the seating arrangements for your child, breaking tasks into smaller steps or other reasonable adjustments.

How do we know who to work with?

We identify students who may need our help from our discussions with Primary school, these meetings are on-going but intensify at Easter prior to transition. Key student information is transferred to us from primary as well. We baseline test all students with SEN for a current Reading Age on arrival to SHS. Students with Education and Health Care Plans (or old type statements) will also be CAT (cognitive ability) tested as well.

Currently the KS2 SATs information is used along with primary information to decide on entry to our Step Up booster sessions. We use the government criteria for entry to these. You will always get a letter for this intervention so will be aware of how we wish to work with your child. Any requests to withdraw our intervention support is recorded but please note the earlier we can intervene the better the exam prospects for your child in later years. Please note the English Department offers catch up boosters for low literacy at KS3. We support KS4 SEN statements with low literacy and offer Paired Reading to those with low literacy levels as determined by our Reading Age tests.

What will you see?

The Department maintains an Inclusion register for students with high needs. These students will receive an Individual Education Plan (IEP) with suggested teaching strategies tailored to support their difficulties.

Parents are invited to an annual IEP review where you will get the opportunity to check the information we hold on the IEP.

The Statement IEPs will be reviewed with your Tutor and the Year group TA(s) on Tutor Day and then later in the year.

- Please book a normal Tutor Day appointment with your child's Form Tutor and our TA(s) will link in with that appointment to discuss the IEP.
- Senior TAs will be able to review any IEP for any SEN status and these appointments will be held in SSD on the same day.
- For any subsequent reviews you will receive a letter inviting you or it will be held during Annual Review meetings.