



WELCOME TO SEND



**We would like to introduce you to
our Faculty.**

**We hope this brief guide will give
you an insight into the 'work' we do
with the students we support.**

**We would love to see you, please
pop by anytime to see for yourself.**



Sue Wastell
LS & AA Support
Co-ordinator



Dave O'Leary
SEND CO



Laura Wade
Assistant SEND CO
ASC/ADHD



Janice Costello
SEN Administrator



Dream Big. Work Hard. Stay Humble.

WE HAVE 3 TEACHING ROOMS

Where we support students with a range of needs.
Please see below an overview of what support may be
given in each of our rooms.

N2 – LITERACY INTERVENTION



Angela Miles
Specialist LSA
for Dyslexia

Angela mainly supports students with Dyslexia and Dyslexia tendencies, with phonics programmes. She also delivers various literacy programmes for Wave 2 and Wave 3.

Michelle supports students with developing their literacy skills and have a specific focus for students with speech and language difficulties.



Michelle Campbell
Specialist LSA
for Literacy

N4 – BOUNCE BACK



Sue Wastell
LS & AA Support
Co-ordinator

Sue and Liv work with students who have SEMH difficulties either individually or in groups. They work predominantly with students who are experiencing social and emotional difficulties in one or more aspects of school life are offered support on an individual basis.

The ultimate aim is to reintegrate students back into mainstream lessons. Students in this room may also receive curriculum support from mainstream teachers:



Olivia Beech
Specialist LSA
for SEMH

N6 *



Laura Wade
for ADHD/ASC

Miri supports students with numeracy difficulties/ low ability for Waves 1, 2 and 3. This includes on the spot differentiation of mathematical methods plus resources corresponding with the students' abilities.

Laura supports students with a diagnosis/tendency for ADHD/ASC. This typically involves supporting students in terms of accessing the curriculum and developing strategies to support their diagnosis/traits.



Miriam Garcia
HLTA
for Numeracy

*Additionally, the following SEMH based programmes take place in N6, Helping Hands (Protective Behaviours) led by DO & SEW and the ARC Programme – Activating Resilience and Coping led by SEW & OB.

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IN CLASS SUPPORT

Zulfa, Florentina and Georgie are our LSAs who predominantly work in class. They also support students with Literacy programmes and Study Skills in the SEN area.



Florentina Mocanu
In-class Specialist LSA



Zulfa Saad
In-class Specialist LSA



Georgie Wellington
In-class Specialist LSA

TYPES OF SEND SUPPORT

Support for students on the SEN Register can be described as being in Wave 1, 2 or 3.

1

WAVE ONE SUPPORT

This involves first quality teaching which should differentiate to meet the needs of all pupils, in the classroom including SEN.

2

WAVE TWO SUPPORT

If a student is still experiencing difficulties after Wave 1 support, this will lead to Wave 2 intervention and as a result they will be placed on the College's SEN register for SEN support. This support is time limited, typically for 6 weeks, when the intervention will be reviewed. It is delivered in small groups of up to 6 students. However, some interventions will be delivered on a one to one basis, e.g. ASC support.

3

WAVE THREE SUPPORT

If insufficient progress is being made after a review, students will receive a higher level of intervention on a one to one basis. This support is not time-limited but is regularly reviewed.



INTERVENTION PROGRAMMES IN **SEND**

To support student literacy.



BLACKWELL

Blackwell is a structured spelling programme. An individual learning aid on which each pupil starts at a point six months below their spelling agree to ensure success. Students work from Word Cards on most of which spellings are grouped according to sound, look, or word family.

FICTION EXPRESS

Fiction Express is an innovative literacy platform that connects students with professional authors encouraging reading for pleasure through fun co-creation of stories.

PAT

The PAT (Phonological Awareness Training) designed to help students to read, spell and write phonically regular words. The programme covers a very precise aspect of literacy development and should not be regarded as a complete reading programme.

READ WRITE INC

A phonics programme for identified students. Students will have learnt 1 grapheme for each sound in Set 1 and Set 2. They have improved their knowledge in order to spell words using the sounds learnt and will be learning alternative graphemes for the same sound.

RECIPROCAL READING

This is a scaffolded or supported discussion technique that incorporates four main strategies; predicting, questioning, clarifying, summarising that good readers use together to comprehend text.

SOUNDS WRITE

To improve reading and spelling age of students. The Salford, Vernon and SW tests are used to determine group. (Some students will be offered this via 1:1 support).

The programme provides lesson plans that are clearly structured and easy to follow within a systematic, synthetic phonics programme.

It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader.

READING PROGRESS

Coming soon to Microsoft Teams, Reading Progress supports students in building fluency through independent reading practice, review, and insights.

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INTERVENTION PROGRAMMES IN

SEND



NUMERACY

- **Catch Up Year 7:** The 4 numeracy rules and reinforcing knowledge learnt in class.
- **Pre-Tutoring:** To prepare the students for a topic/task so that they go to the lesson already knowing what they will be working on.
- **Topic:** To work on a specific topic not previously understood in maths lessons.

SEMH

- **Helping Hand:** A programme based on learning skills to help student's recognition of how to keep themselves safe and how to get help if needed. "Feeling good; feeling safe".
- **Life Skills:** To help students develop and recognise a range of life skills that will help them when they begin working and living independently.
- **Meditation:** Relaxation techniques.
- **Overcoming Fears & Worries:** To help students develop an understanding and identify their fears and worries and what is causing them. Creating and carrying out strategies to help them overcome their fears and worries.
- **Resilience:** Enhance resilience (capacity to respond to challenge positively and effectively) in a small group of learners who experience school related anxiety.
- **Talk about Teenagers:** To develop student's social skills and in order to get them to deal with recognising emotions using social stories to provide a positive impact on social understanding and in school behaviour.
- **Activating Resilience and Coping ARC:** A programme designed by Northamptonshire EP's using cognitive behavioural approaches to promote resilience and coping skills for children in Key Stage 3.
- **Zones of Regulation:** Curriculum geared programme designed in helping students to gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving activities.
- **Talk about Teenagers:** To develop students' social skills to help them recognise their emotions. For example, using social stories to provide a positive impact on social understanding and school behaviour.

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INTERVENTION PROGRAMMES IN **SEND**



OTHER SUPPORT

- **Physio:** Intervention with student using a personal exercise programme. communication with NHS Physiotherapist and staff where needed.
- **Pre-Tutoring:** To provide support with key concepts and subject based knowledge in identified subjects.
- **Study Skills:** To develop study skills and exam techniques in 2 of the following areas memory/writing/reading/organisation in 2 identified subjects.



Kingsthorpe College

ASPIRATION | RESPONSIBILITY | RESPECT | CARE



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