

## The School Offer 2024 - 2025



At New College Leicester we acknowledge that some of our students have individual learning needs which may affect their progress across the curriculum. We have a committed team of Teachers and Teaching Assistants who are highly experienced and trained to support students with a variety of needs such as general and Specific Learning Difficulties, Visual Impairment, Hearing Impairment and students with Social, Emotional and Mental Health needs.

The Inclusion faculty is made up of a Director of Learning, SENCO, EAL coordinator (we recognise that learning English as an additional language is not a special educational need but pride ourselves on the inclusivity of our school) and a team of experienced Teaching Assistants who provide a range of support for students including in class support, small group intervention in Maths and Science in KS3 and individual one-to-one support where applicable. Our faculty team works closely with the mainstream staff, parents/carer and relevant outside agencies to ensure all students make good progress.

At New College Leicester we offer a wide range of targeted interventions that are in place to support the learning, Social and Emotional and Mental Health needs of our students.

- Support for children and young people with SEND is
  - provision that is additional to/or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised and quality first teaching
  - where a SEND has been identified and appropriate evidence-based interventions are put in place. These should be provided as part of a graduated response/approach, which includes an assess, plan, do and review cycle of the progress made and adaptations to the support provided as required
  - plans for the use of support should relate to a clear set of expected outcomes, which should include stretching and challenge relevant to a student's academic and developmental targets
  - support that is planned and reviewed by the class/subject teacher or Inclusion Team, in collaboration with parents/ carers, SENDCo, and, where appropriate, the student themselves
  - where special educational provision for a student without an EHC plan is in place, the school will inform the young person's parent/carer or the young person that such provision is being made.
  - SEND Reviews – with emphasis on student voice are included throughout the year x 3
  - Removing barriers meetings are conducted once every 4 weeks between the DoL for Inclusion and each Head of Year with a focus Behaviour, academic progress and support available in order to remove barriers to learning
  
- The four areas of SEND
  - Special Educational Needs and provision can be considered as falling under four broad areas
    - **Communication and interaction** – Autistic Spectrum Disorder (ASD), Speech, Language and Communication Difficulties (SLCN)
    - **Cognition and learning** – Specific Learning Difficulties (SPLD) Dyslexia, Dyspraxia, Dyscalculia
    - **Social, Emotional and Mental Health** – Anxiety, Attachment and Attention Deficit Hyperactivity Disorder (ADHD)
    - **Sensory and/or Physical** – Hearing Impairments (HI) Visual Impairment (VI) Physical Disability (PD)

- In all circumstances, school will ensure that we are providing good/outstanding teaching. The quality and appropriateness of the overall provision will be kept under regular review and its impact on the number of students identified with SEND will be monitored
- If a student has behavioural difficulties, this does not necessarily mean that they have a SEND and this should not automatically lead to a student being registered as having SEND.

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME
Boosting Reading and Writing Progress (BRWP)	Trained volunteer adults - 1:1/ School staff as appropriate	20 mins x 1,2 or 3 pw	Years 7 - 11	£8 a session	The BRWP is a targeted, time-limited, one-to-one intervention. It is designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment.	Supports word recognitions and understanding of text. Students able to read for meaning. Improved literacy skills.
Reading Rampage			Years 7-8	£425	Reading Rampage is a reading project for secondary school pupils in participating schools, is co-ordinated by Whatever it Takes (WiT), Leicester libraries, Creative Learning Services and School Development Support Agency (SDSA).  From January to May, 10 great books will be read and explored by young people in year 7 and 8 in schools. The most highly voted by student book will be announced at an award event in June.	The project aims to inspire, motivate and develop students aged 11-13 to become active readers, encouraging reading for pleasure.
Toe by Toe	L2/3 TA - 1:1	20 mins x 3 pw	Years 7 - 11	£8 a session	Improve students understanding of initial Sounds and phonics Use of non-words	To support early reading strategies Used effectively with pupils with Dyslexia
Numeracy Intervention group	L3/4 TA – up to 12 students	X4 lessons a fortnight of 1 hour 40 minutes	Years 7 - 10	L4 - £5,548 per year	Small group numeracy intervention focusing on filling gaps in learning of students with a numeracy difficulty. The curriculum is scaffolded to enable students to access the national curriculum	Gaps in learning are filled and students are better able to access the Maths curriculum
Numeracy Tutor Time Intervention	L3/4 TA – up to 12 students	15 minutes per day	Years 7 to 11	L4 - £450 per year	Intervention to support students in closing the gaps in their learning. The curriculum is scaffolded to enable students to access the national curriculum	Students are better able to access the curriculum

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English Intervention	L3 TA – team teaching with subject specialist in a mainstream English class	X5 lessons a fortnight of 1 hour 40 minutes	Years 7 and 8	L3 - £3,438 per year	English National curriculum – scaffolded to enable students to access the national curriculum. Support for students who are significantly behind their peers. Focused intervention to targeted students. Enabling students to have the support of a subject specialist as well as a L3 English specialist TA	Students are better able to understand and access English and are more prepared for their upcoming exams and coursework
Science Intervention group	L3 TA – up to 8 students	X4 lessons a fortnight of 1 hour 40 minutes	Years 7 and 8	L3 - £3,438 per year	Small group Science National curriculum with a scaffolded curriculum to enable students to access the national curriculum	Students are able to access the curriculum.
Science Intervention support group	L3 TA – up to 6 students withdrawal group from GCSE curriculum	X4 lessons a fortnight of 1 hour 40 minutes	Years 9, 10 and 11	£2,725	Small group Science National curriculum with a scaffolded curriculum Closing the gap	Students are able to access the curriculum.
Accelerated Reader			Years 7, 8 and 9		Online reading intervention. Accessed as part of English curriculum/homework set	To improve students reading and comprehension abilities. To promote the love of reading
BOOST	L3 TA – up to 6 students	x1 lesson a day for 6 weeks	Years 7 to 9	£892	This is a KS3 intervention to support students in being able to identify as positive members of the society with references to #ThisIsUs.	Students are able to access the curriculum, to express their emotions in a positive way, improve attendance, enhance rewards, reduction in consequences, through increased self-concept and self-esteem able to view themselves as positive members of society whose voices will be heard
Breakfast Club	L2 TAs– as many students as requires the provision	Daily from 8am – 8.40am	Years 7 to 11	£9,160	Provision for young people who wish to come to school earlier. Open from 8.15 – 8.40, breakfast club is a social gathering where students can have a slice of toast and a hot drink before school.	Increased self-esteem and confidence. Students are prepared for learning

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Lunch club	L2/3 TAs – as many students as requires the provision	Daily –30 minutes at lunch	Years 7 to 11	£4,656	Provision for young people who do not wish to circulate in the main body of the school during break and lunch. Students are predominantly those students who are vulnerable and who have low self-esteem / confidence	Increased self-esteem and confidence alongside social skills
Homework club Key Stage 3 Key Stage 4	L2 TAs – as many students as require this	Daily from 8am – 8.45am and 3pm – 4pm except for Fridays	Years 7 to 11	£10,500	Extra curricula classes for students in order to ensure they achieve to their potential. Also, for those students who do not have access to ICT at home	Students will achieve predicted grade or above and will not gain C2's or C4's for incomplete homework
1:1 Mentoring Programme – retracking	L3 TA – 1:1	x1 30 minute session per week	Years 7 to 11	£10.20 per session	1:1 behaviour mentoring, looking at behaviour across the college, what strategies work/ don't work and strategies to support improvement	Behaviour across the college is improved. Reduction in number of behaviour points received reduced. Rewards increased. Reduction in AP/FTE
1:1 Mentoring Programme – Drawing/Talking	L3 TA – 1:1	x1 30 minute session per week	Years 7 - 10	£10.20 per session	Drawing and Talking is a safe and easy drawing technique used with young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. The technique is based on Jungian and Attachment (Bowlby) theories.	Drawing and Talking therapy supports those who are not realising their full potential either socially or academically. Drawing and Talking is completed over 12 half an hour sessions, one session per week.
Educational Psychology Service Initial Assessment/support the request of an EHCP	EPS		Years 7 to 11	£50 per hour	EP in to assess student to see where there may be gaps in learning or specific difficulties.	Recommendations given to school to support student progress both academically and socially

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EP Emotional Wellbeing Mentoring	EPS	x1 30 minute session per week	Years 7 to 11	£25 per session	Meeting with mentees each week for a half hour session, Mentors create a support relationship helping mentees with issues such as bereavement, self-harm, school anxiety, challenging behaviour and attendance	Mentors track and monitor attendance and behaviour each week and targets are negotiated by both parties.
EP led Group	EPS	x1 lesson per week	Years 7 to 11	£333.33 per group	A 4week programme relating to; <ul style="list-style-type: none"> <li>• dealing with emotions</li> <li>• self-esteem/belief and confidence</li> <li>• resilience</li> </ul>	Students are able to access a broad and balanced curriculum in a confident and positive frame of mind and will know how to deal with emotions of all kinds, both negative and positive
EP led Group	EPS	x1 lesson per week	Years 7 to 9	£333.33 per group	A 4 week programme relating to social interactions and dealing with change	Students are able to access a broad and balanced curriculum in a confident and positive frame of mind and will know how to deal with emotions of all kinds, both negative and positive
EP led Group - Exam Stress and prevention	EPS	x1 lesson per week	Years 10 and 11	£333.33 per group	To support GCSE students in understanding their anxiety, and developing coping strategies to manage their anxiety around the exam period. To support students to understand their revision techniques and identify the strategies that work well for them	Students are able to go into the exam season in a positive frame of mind equipped with a range of strategies
Speech, Language and Communication	L2 TA – 1:1	x1 30 minute session per week	Years 7 to 9	£9.00 per session	Language for Thinking sessions. Focusing on speech, the issue of language and response	Students are more able to communicate effectively. Build students' self-esteem and confidence

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Academic Mentoring/ LAC support	L3 TA – 1:1	x1 30 minute session a week	Years 7 to 11	£10.20 per session	1:1 mentoring with a member of staff to look at progress over time, issues relating to lessons and how to study for GCSEs	LAC students will have access to one person who will be their advocate and support the run up to GCSEs. Students exam results will be at expected/ better progress
In class support across the curriculum	L2 TAs – class support	Dependent on need and funded hours	Years 7 to 11	£20 per lesson	General in class support to support student achievement and progress	To encourage independent learning skills
Dyslexia Screening	Teacher – 1:1	x1 lesson	Years 7 to 11	£50 in total	DST Dyslexia Screening tool. A series of 12 tests/ assessments completed by a trained member of staff	To clarify whether a student is at strong risk of Dyslexic tendencies or not
Exam Concession Screening	External provider – 1:1	1 hour in total	Years 10 and 11	£60 per student	Screening process by an external agent to determine what exam concessions students may be entitled to as evidenced as their normal way of working	Students will be identified as needing either a reader, scribe, extra time or no concessions for formal exams.
Meet and greet	SLT and HoY	5 minutes daily	Years 7 to 11		Key members of staff meeting and greeting students in the morning on the way into school	Students are met by a smiling face and are welcomed into the college. Tutors check students have correct equipment for the day to ensure a positive start
The Boxall Profile	DoL	1 lesson in total	Years 7 to 11	£120 in total	The Boxall Profile is a resource for the assessment of children and young people's social, emotional and behavioural development in all education settings.	Staff will be aware of the social and emotional skills that a student is lacking, which may be at the root of their difficulties in learning and behaviour. The Boxall helps identify need and pinpoints the areas where the student may need support in order to function better in school.

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Whole school CPD	SENCO	1 hour after school session/T+L Briefings	All staff		Through our SEND/EAL Open door surgeries. Teaching and Learning briefing sessions Regular whole school CPD External speakers invited – ASD – Autism Online training provided	To enhance classroom pedagogy so enabling students to fully access the curriculum. To provide staff with greater confidence within the classroom.