

Curriculum Support

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To view the full list of Curriculum Support Staff [click here](#).

The Curriculum Support Team

Will endeavour to:-

- Identify and minimise barriers to learning be it social, emotional, educational or cultural.
- Develop pupils' confidence, self-esteem and independence.
- Motivate pupils to do the best they can and aspire to achieve.
- Ensure a happy, caring environment, essential for effective learning.
- Enable pupils to leave school with qualifications, life skills and social development that reflect the progress they have made during their time at St Gabriel's RC High School.
- Work together in partnership with parents and external agencies.

Support & Resources

- The curriculum support area is available during lesson time and during unstructured times such as lunch and break time to offer pupils additional academic, social and emotional development support.
- Learning Support Staff who support individual pupils, groups of pupils in lesson and in out of lesson to enhance learning.
- Learning Support Staff who specialise in implementing strategies for Specific Learning Difficulties.
- Learning support Staff who specialise in working with pupils with communication needs.
- Learning Support Staff who have expertise supporting pupils with a primary need of Social, Emotional and Mental Health
- A wide range of assessment materials.
- A varied selection of Literacy and Numeracy resources.
- Learning Support Staff who support the Accelerated Reader programme across year groups to provide individual pupils with the strategies they need to achieve higher results and maximise potential.
- A wide variety of additional teaching equipment.

- A good selection of reading books written for secondary age pupils, with appropriate reading ages.

Organisation

- SENDCo visits primary schools with Transition Lead to aid transition process and to ensure all information is shared to ensure a successful transition
- Literacy skills of all Year 7 pupils are assessed at the start of the year. Assessment takes place via Reading and Spelling tests and the Accelerated Reader scheme.
- Years 8-10 are re-tested for reading and spelling at the start of each academic year.
- Pupils with special Academic Needs (SEN) have individual one page profiles and are set targets by subject teachers.
- Pupils with learning difficulties are assessed by an external Level 7 assessor for access arrangements in external examinations. This follows guidance made by the Joint Council for Qualifications (JCQ).
- Subject teachers differentiate work according to the specific needs of each pupil.
- SEND liaison with subject staff ensures teaching materials suit pupils' needs.
- Pupils follow the full range of the academic curriculum and a variety of GCSE subjects as well as alternative provision.
- Pupils with Education Health Care Plans or have SEND support provision are integrated into main stream classes for most subjects, with a high level of in-class support from experienced Learning Support Assistants.
- Pupils with Educational Health Care Plans will have an annual review to assess their progress. More frequent reviews also take place when required.
- The SEND faculty has an 'open door' policy and staff meet with parents regularly to update on pupils progress and successes.
- Referrals to specialist providers such as Educational Psychologists, Child and Adolescent Mental Health Service (CAMHS/ HYMs), Speech and Language Therapy (SaLT) and the Youth Service (YSS) are made when required to support pupil needs.
- Links with outside agencies ensure specialist advice is available when necessary.