



## **Curriculum Support**

The Curriculum Support Department manages both Learning Support and EAL. Through additional support, not accessible in the classroom, it aims to equip students with the skills needed to study confidently and independently in our school environment. To meet the learning needs of students who require specialist support, LWC endeavours to offer both small group and one-to-one additional teaching.

The Curriculum Support department has several teaching rooms providing a welcoming and relaxed working environment for students to prosper both socially and academically.

The Curriculum Support Team is committed to:

1. Encouraging students to become aware of their learning strategy strengths and to use them to help with their studies.
2. Motivating students to become independent learners and team players beyond their LWC years. Learning to use a wide range of assistive technology is important for working independently and preparing our students to manage in further and higher education and the workplace. Students use computer readers, reading pens and speech to text tools (see below for further detail).
3. Personalised learning, tailoring the curriculum and teaching methods to the needs of the students to promote achievement and participation, whilst tracking progress. It strengthens the link between teaching and learning by engaging students, and their parents/guardians, in teaching and learning.

## **Learning Support**

Learning Support is an integral part of the LWC community, and open to students with a diagnosis of a specific learning difficulty or medical condition.

At LWC we adopt a graduated approach to learning support, and this is reviewed at each Key Stage. There are 3 waves of support for students with a learning difficulty such as dyslexia or medical condition (such as ADHD). Wave 1 is Quality First Teaching, Wave 2 small group teaching, Wave 3 is 1:1 support. Most students at LWC with a diagnosis of dyslexia fit Wave 1 and their needs can be met through high quality teaching in the classroom by their subject teachers. All teachers are teachers of SEN students and provide differentiated support to those requiring it. Wave 2 would provide further opportunities for students to access smaller group learning which might be a smaller class set or Saturday morning clinic (usually for older year groups and taught by subject teachers). Again, high quality teaching would include addressing the students' needs. When a student's needs cannot be met through Wave 1 or Wave 2, a teacher will be in touch with Curriculum Support and refer the student to us. This approach is adopted at each Key stage transition.

After a change of teachers at each Key Stage, teachers are invited to give their feedback on whether Wave 3, 1:1 may be or is still required.

The lessons are delivered by external learning support consultants who liaise with the Head of Curriculum Support and subject teachers to provide a joined-up approach which supports the student's needs.

Access to learning support for some students is during break time or after school. We believe it is important for students to attend all subject lessons and not be removed for additional support. Older students may have Supervised Private Study periods on their timetable which can be used for learning support lessons although resources are limited so we cannot always guarantee availability. After school sessions are prioritised for weekly boarders because they are unable to access a private tutor.

Prior to joining LWC, parents and students complete questionnaires, highlighting any support a student may have had, or any key areas they may find difficult. Parents are asked to arrange for the student to have an eye/hearing check, to rule out any visual/auditory challenges that may influence learning.

During the first term, when starting at LWC, students will take an online screening assessment (Lucid Exact) measuring word reading, reading comprehension accuracy, reading comprehension speed, and spelling. These tests, along with information provided by their subject teachers, allow us to see where additional support may be beneficial. We usually give students time to settle into their new environment, familiarise themselves with the routine and make friends before arranging any additional support. This also gives teachers time to assess their needs and refer on to our department if their needs cannot be met in the classroom.

Subject teachers receive strategies from Learning Support that explains how best to support students who have additional learning needs within their lessons. Students may also be eligible for Examination Access Arrangements (EAA), including extra time, alternative exam invigilation, prompting, assistive technology or rest breaks. EAA is granted where JCQ guidelines are met. This means that an access arrangement must be the student's normal way of working. Sometimes an educational report might recommend extra time for a student. However, they are only eligible if there is evidence that they use it. Individual provision is at the discretion of LWC and will be dependent upon resources available.

Further professional guidance and assistance at LWC is also available where required, such as the services of a Specialist Assessor, Educational Psychologist, Behavioural Optometrist, Autism Consultancy.

Additional support is discussed with parents before the start of an academic year where a child is due for entry in the September. Support Lessons are delivered throughout the academic term based on a 30-week programme of support. Sometimes, the need for support arises mid-year, and this will be investigated following a referral (usually) from the Head of Year, tutor, or subject teacher.

The level of support is reviewed on a termly basis, assessing the progress that has been made with the LS consultants who write termly reports.

The cost of a learning support lesson is as follows:

50 minutes 1:1 - £45	50 minutes small group - £60
30 minutes 1:1 - £27	30 minutes small group - £36

The cost for a group lesson is split between the number of students. We cannot guarantee 1:1 support. It all depends on demand. Boarders are prioritised for after school support lessons.

Before joining LWC it would be advisable for your child to undertake a course in touch typing. This is an important life-skill. In addition, learning to Microsoft tools such as Immersive Reader, Read Aloud and Dictate will be invaluable to any learner. We provide access to Texthelp Read and Write software if required. It would be helpful to review the following videos to learn what this offers a learner with reading and writing difficulties. This can include a reduced speed of reading. [The Student Room | Texthelp](#)

### **EAL (English as an Additional Language)**

Differing levels of support are provided for those pupils whose first language is not English. Pupils' grasp of English as well as their future intentions are established once they arrive. Teaching is provided by qualified specialist staff in a supportive environment where we strive to blend all cultures into the College community whilst allowing pupils to express their own identity in any way they feel they would like to.

Pupils have full exposure to the curriculum at LWC. There is also the opportunity to prepare for EAL qualifications, such as the Cambridge PET, FCE and CAE. GCSE English as a Second Language is available in 4th and 5th Form and IELTS is on offer to all Sixth Form pupils in order to meet their language requirements at University.

The EAL Prefect supports the Head of EAL to arrange termly social events and cultural celebrations are featured throughout the year. The most significant event in our departmental calendar is the International Pupil Induction Day in September. Our Integration Group, which consists of EAL pupils and native English speakers, meet on a regular basis to discuss current issues and ways of solving them. We also liaise regularly with the pupil-led Cultural Committee.

The EAL Department is closely linked with the Modern Languages Department and this on-going connection further enhances the opportunity to organise important events and raise whole-school cultural awareness.

Students may sit a GCSE modern languages exam in their native tongue and should inform the Head of EAL that they wish to do so. Some private tuition may be required to prepare them.