

A Partnership Approach

The Granville Offer

The school will provide details for organisations that can support you and your family.

We will work in partnership with you, your child, and agencies to ensure their needs are being met, and they are able to access a full curriculum successfully.

We will make all the information clear and easy to understand.

If we think your child requires extra support, we will direct interventions and support for your child to make progress.

The SEND Team led by the SENDCo who will ensure all staff are aware of your child's needs and will be your first point of contact.

Communication

Teaching in mixed attainment groups will be scaffolded and personalised where needed to meet your child's needs. Targeted support will be given by academic mentor's where needed.

What can I expect from Granville Academy if my child has Special Educational Needs and Disability?

Pastoral Teams: provide support for students requiring help managing behaviour, attendance and social situations.

Appropriate and effective Teaching and Learning

All teaching staff receive training to ensure they are able to support the specific needs of the student.

SEND Team: the staff are a highly trained team to support students with SEND to access a full mainstream education. All students on the SEND register will have an academic mentor as their champion to act as their advocate and to be a key link home.

Support

PLC: is designed to support students who require intervention regarding social, emotional and mental health needs.

The school will ensure every student is able to access a full curriculum including trips and extra-curricular activities.

Interventions: are small groups or 1:1 specialist focused sessions designed to enhance a student's literacy, numeracy skills and SEMH needs to accelerate their progress. Homework support is also available through a homework club.

Social club is available at break and lunch time to support students with their social skills

The Granville Offer

Literacy				
Intervention	Purpose	Targeted Group	Intervention Frequency	Intervention Participant size
Lifeboat	*Phonic building *Phoneme building *Word recognition *Spelling	Reading age between 6-7 years	Twice a week for 30 minutes	4-6 students
Direct Instruction	*Phoneme building *Reading fluency *Comprehension	Reading age between 7-9 years	Twice a week for 1 hour	Maximum 8 students
Reading Groups	*Reading fluency *Comprehension	Reading age 9-11 years	Twice a week for 30 minutes	Maximum 4
1:1 Comprehension activities	*Reading fluency *Comprehension	To follow direct instruction if further intervention is required.	Twice a week for 30 minutes	1 student
Spelling				
Intervention	Purpose	Targeted Group	Intervention Frequency	Intervention Participant size
Alpha to Omega	*Word, phoneme building *Word families	Spelling age below 9 years	Twice a week for 30 minutes	Maximum 4
1:1 Spelling	*Word families	Spelling age below 9 years	Twice a week for 30 minutes	1 student
Spelling Mastery	*Phonemic Approach *Morphemic Approach *Whole-word Approach	Spelling age below 9 years	Twice a week for 30 minutes	Maximum 4
Handwriting				
Intervention	Purpose	Targeted Group	Intervention Frequency	Intervention Participant size
Touch typing: Dance mat touch typing	*Increase typing speed and efficiency.	Students with handwriting difficulties	Twice a week for 30 minutes	Maximum 8
Numeracy				
Intervention	Purpose	Targeted Group	Intervention Frequency	Intervention Participant size
Weekly Basics	*Developing key numeracy skills	Students with numeracy difficulties	Twice a week for 30 minutes	Maximum 6

The Granville Offer

Social, Emotional and Mental Health (SEMH)				
Intervention	Purpose	Targeted Group	Intervention Frequency	Intervention Participant size
Lego Therapy	<p>*Lego therapy works on key areas of social interaction, such as;</p> <ul style="list-style-type: none"> -turn taking -listening -initiation -eye contact -problem solving -sharing. <p>*In addition to this it works on language concepts such as; size, prepositions and colours.</p>	To support students in developing collaborative work with others	Once a week for 1 hour	3 students
Art Therapy	A therapeutic process that integrates psychotherapy and art.	<p>Students who require support with:</p> <ul style="list-style-type: none"> *Improving their self-esteem *Relieving stress *Easing anxiety 	Once a week for 1 hour	Maximum 4 students
Anxiety Gremlins	A cognitive behavioural approach to support students with anxiety.	To support students with anxiety.	Once a week for 1 hour	Maximum 4 students
Anger Gremlins	A cognitive behavioural approach to support students with anger.	To support students with anger.	Once a week for 1 hour	Maximum 4 students
Mindfulness	<p>It aims to help students to become:</p> <ul style="list-style-type: none"> *More self-aware. *Feel calmer and less stressed. *Feel more able to choose how to respond to thoughts and feelings *Cope with difficult or unhelpful thoughts be kinder towards yourself. 	<p>Students who require support with:</p> <ul style="list-style-type: none"> *Improving their self-esteem *Relieving stress *Easing anxiety 	Once a week for 20 minutes	Maximum 4 students
Mentoring	To support students to maximise their potential.	<p>Students who require support with:</p> <ul style="list-style-type: none"> *Improving their self-esteem *Relieving stress *Easing anxiety 	Once or twice a week for 20 minutes	1 to 1 or small group (maximum 4 students)