



## **Literacy, cognition and learning support at Uppingham Community College**

**At UCC, we believe that all children and young people need support to help them learn and develop. The needs of the child or young person is central to the identification, planning and provision of support we put in place for individual students, meaning that support is appropriate, proportionate and timely.**

**Students who are identified as needing extra support in areas will be targeted through quality-first teaching and reasonable adjustment. Classroom teachers will be aware of individual profiles, and through the continuous cycle of assessments, have a good understanding of all students' level of ability and barriers to learning, thus offering appropriate challenge and provision. These supports are provided within what is called 'universal provision' and is the educational provision that is ordinarily available for all students at UCC.**

**All students at UCC are exposed to the same curriculum; our classroom environment is inclusive with skilled departmental TAs, who are flexibly deployed by teaching staff, and a collective focused intent on developing reading, writing and oracy across the curriculum.**

### **Universal Support and Quality-First Teaching**

**Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all teachers to take a student-centred approach which promotes and supports wellbeing, inclusion equality and fairness. The entitlement to universal support for all children and young people is provided from within the school setting.**

**Some examples of universal supports at UCC are highlighted below. Please note these lists are not exhaustive:**

- **Supportive inclusive school ethos**
- **Environmental literacy audit of classroom and school**

- Differentiation of materials, media, flexible means of response, individualised homework
- Multi-sensory approaches and resources
- Visual prompts, including knowledge organisers, number lines, visual timetables
- Extra time to complete tasks
- Use of more accessible fonts on printed materials
- Digital question papers
- Adapted materials

***Supporting the learning of Literacy Skills:***

- *Read, Write, Inc. Fresh Start* (phonics) in small groups
- *Lexia* (grammar, spelling and reading comprehension)
- *Reading Buddies* (peer-mentoring scheme)
- KS3 reading curriculum
- KS3 inference lessons
- KS2-KS3 transition staff (English and Maths department)
- Assistive technology (inc. audiobooks)
- Deployed TA support
- Extra-curricular opportunities

***Supporting the learning of Numeracy Skills:***

Difficulties with numeracy is one of the associated characteristics for students with specific literacy difficulties, but may not be experienced by all individuals - for some Numeracy may be a strength. Some problems with maths therefore may be related to literacy difficulties, however, these problems are different from, but may overlap with, difficulties caused by numeracy difficulties:

- Help with reading the words in the question - the learner may understand the 'how to' of numeracy but is struggling reading the text or processing the steps of the question in the right order.

- **Help with the vocabulary - an illustrated maths glossary can be very useful to show that several words can have the same meaning - for example subtract, takeaway and minus.**
- **Hands on learning helps learners understand the why behind concepts. The use of multi-sensory, concrete, active teaching and learning opportunities to support visualisation and working memory can support the acquisition of number bonds.**
- **Times tables square (in class and assessments).**
- **Drawing dots for sharing/division.**
- **Addition/subtraction/time jumps on an empty number line.**
- **Visual prompts e.g., graphics of fractions, number squares, number lines, visual timetables.**
- **Use of memory techniques. Encouraging learners to record their working and thinking as they go will allow them to track their work and can support memory and focus. Additionally, allowing time for learners to communicate and share their thoughts/thinking is helpful as this can shift the focus onto understanding the process, and to identify if, and where, these are breaking down.**
- **Use numeracy games, talk about numbers.**
- **Effective use of appropriate IT, for example calculators, talking calculators.**
- **Provide key information - this may need to be in a digital format.**
- **Use Digital/Write-on worksheets where possible.**
- **Appropriate film clips which provide a quick overview of the topic or process.**

**Teaching staff at Uppingham Community College ensure that lessons are well-matched to students' needs.**