



**SALE** HIGH SCHOOL

**Welcome!**



<b>Presentation Running Order</b>	
Mr Rogers - Headteacher Anwitha and Evan – Year 7	Welcome, our values
Mr Cook - Deputy Headteacher – Personal Development, Behaviour and Attendance	Rewards, standards, wider school experience
Ms Conce - Assistant Headteacher – Inclusion	Inclusion – wellbeing, learning support



***Mr Rogers***  
***Headteacher***



*A fantastic  
start for Y7*



# *Transition from Y6*



*Hear from our  
Year 7s...*

*Anwitha and Evan*

# Sale High School Values



Value	What this looks like, what it means...
Aspiration	<i>Think big, always have a growth mindset.</i>
Resilience	<i>Work hard, find solutions, never give up.</i>
Achievement	<i>Fulfil your potential, be prepared for what's next.</i>
Respect	<i>Be kind, consider others at all times.</i>
Diversity	<i>Celebrate difference, value everyone.</i>
Community	<i>Make a positive difference, be proud to belong.</i>

# Sale High School Values



Value
Aspiration
Resilience
Achievement
Respect
Diversity
Community

When we're aspirational and resilient, we achieve our potential

When we respect others and value diversity we build a strong community where everyone is safe, happy and proud to belong.



## VALUE: Aspiration



*Think big, always have a growth mindset.*

- We believe that children should never limit their aspirations.
- We promote a growth mindset and believe we can compete with all local selective schools.
- We have high standards of ourselves and each other

25% of all our grades were 9-7



## VALUE: Resilience

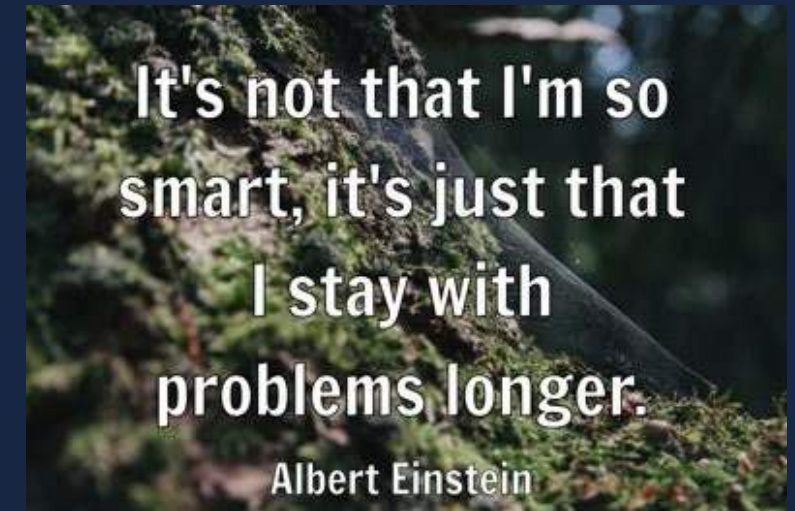


*Work hard, find solutions, never give up.*

We don't use set backs as 'excuses' for low standards and performance. We are relentless in the pursuit of excellence.

- We believe we can improve
- We don't give up
- We learn from failure and see it as an important step towards success
- We know life will have ups and downs but we believe we can overcome and succeed

We want to empower students to get **brilliant outcomes, no matter what.**





## VALUE: Achievement

*Fulfil your potential, be prepared for what's next.*

- Achievement is personal to each child.
- Students should aim to be the best they can be and nobody can ask more of them. Their **'best'** is good enough.
- Achievement doesn't start in year 10/11. Every minute of every lesson counts, right from Year 7.

## 100% Classrooms

*(100% effort, from 100% of the class, 100% of the time)*

Achievement **will** happen



## VALUE: Respect



*Be kind, consider others at all times.*

- Respect **everyone** and **everything** within the Sale High School community.
- **Everyone** (staff, students, visitors)
- **Everything** (the building, facilities, litter)
- Manners set a culture - opening doors
- Be caring and considerate of others



## VALUE: Diversity



*Celebrate difference, value everyone.*

- Have tolerance of others - be open minded
- Be anti-racist
- Be anti-sexist
- Be anti-homophobic
- Challenge hate in all its forms
- Celebrate and value difference in a global society



# VALUE: Community (your community)



*Make a positive difference, be proud to belong.*

We want students to take ownership and accountability for their contribution to our community, both inside and outside of school.

- Be proud of your school and make a positive difference
- Be proud of your uniform and wear it with pride
- Represent your form and your form tutor
- Represent your year group and Head of Year
- Demonstrate SHS values outside of school in your community
- Demonstrate SHS values outside of school with your friends and family





## Our Curriculum Intent

At Sale High School we aim to deliver a curriculum that...

- provides our students with a broad range of **essential knowledge** and **key skills**
- is **carefully ordered and sequenced** in a way that enables students to **know more and remember more**
- will help students to **develop characteristics** that equip them for success in school and beyond
- gives them the opportunity to benefit from a wide range of **high quality experiences.**



# Year 7 Curriculum

Subject	Periods a Fortnight
English	8
Maths	8
Science	7
Geography	3
History	3
Computing	2
MFL	4
Technology - Food/DT (Rotation)	3
Drama	1
Art	2
Music	2
RE	2
PSHE	1
PE	4
<b>Total</b>	<b>50</b>

- Broad range of subjects
- Taught in form groups to aid transition
- Essential knowledge is taught in a logical way that build to an end point
- Knowledge Organisers support learning and homework





# Year 7 Curriculum



## Curriculum Map Year 7: English



**Intent:** Across both Key Stages, we aim to ensure that our students are able to learn how to **identify** and **explore** the **impact of language** within a variety of different contexts. We explore various genres, forms, structures and purposes of literary works, in order to emphasise the importance of reading and writing as a way of **successfully engaging with the world**, both within the school context and the wider society. At the core, we strive to inspire our young learners to become **competent and confident communicators**, consciously teaching reading and writing skills within every year group, which enables us to demonstrate the progress students make when accessing a multitude of texts which have been produced across the ages for a variety of different reasons.

Through the Key Stages we have designed the curriculum to help our students both improve and refine their reading and writing skills, with a progressively more demanding set of skills taught and revisited throughout the schemes as students travel from Year 7 to Year 11, implementing things such as variations of sentence structures and increasingly difficult and interesting vocabulary. We explore the **etymology** of language and how this correlates to the context from within which it was written, aiding our students' ability to **interpret and infer** with greater confidence.

We want to inspire our students to develop their own **love of language**, to become **critical thinkers**, engaging with moral ideas, and to widen their perspectives when establishing their own impressions and opinions when exploring literary materials. Furthermore, we continue to develop our curriculum content to encourage and enable our students to be empathetic with different points of view, to be understanding when analysing and evaluating character and theme and to be able to both speak and write with clarity and purpose.

### Why I study English?

#### I study English because:

- It enables me to communicate freely and effectively
- I understand more about global culture, thought and literature
- Having a love of language and literature transports me to other worlds

### Cultural capital/enrichment

In Year 7, students have the opportunity to attend a variety of different theatre trips with the Theatre Club, which has previously including seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42<sup>nd</sup> Street', as well as having the opportunity to take part in a weekly creative writing club, too. There will also be the opportunity, towards the end of the autumn term, to participate in the 'Classroom to Care Home' Inter-house competition, as well as a creative writing workshop to look forward later in the summer term.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Autobiography	Pupils will learn: <ul style="list-style-type: none"> <li>- What an autobiography is and the typical features of its genre</li> <li>- How to identify features of the autobiography genre</li> <li>- How to identify writer's methods in a</li> </ul>	Building on prior knowledge of KS2 SPaG, pupils will recall how to identify and analyse specific language features such as adjectives, synonyms, adverbs, varied sentence openers in writing.	Baseline Assessment: A written autobiographical piece which embeds the writing skills learned in the first 3 weeks of the unit of work.

You can view curriculum content through the school website

- Parents -> Curriculum -> Year 7 curriculum
- Students -> Year 7



# 2023-24 Exam Results



## Another great set of results for Year 11 at Sale High School!

- Attainment 8 was 48.6 - average of all grades achieved is just below a grade 5. National average for 2023 was 46.4
- 24% of all the grades students achieved were grades 9-7
- 76% of grades at 9-4 – standard pass
- 12% of Triple Science students achieved 3 grade 9s

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
D	4 STANDARD PASS
	3
E	2
F	1
G	1
U	U

# 2023-24 Exam Results



## National Headline Measures

Measure	Sale High 2024	Sale High 2023	Sale High 2022	National average (2023)
Attainment 8 Score	48.6	50.7	47.5	46.4
Grade 4+ in English and Maths	69%	69%	67%	65%
Grade 5+ in English and Maths	51%	51%	42%	46%
5 grade 5s inc. English and Maths	47%	49%	40%	42%
5 grade 4s inc. English and Maths	68%	68%	63%	61%
EBacc av. point score	4.48	4.48	4.54	4.07



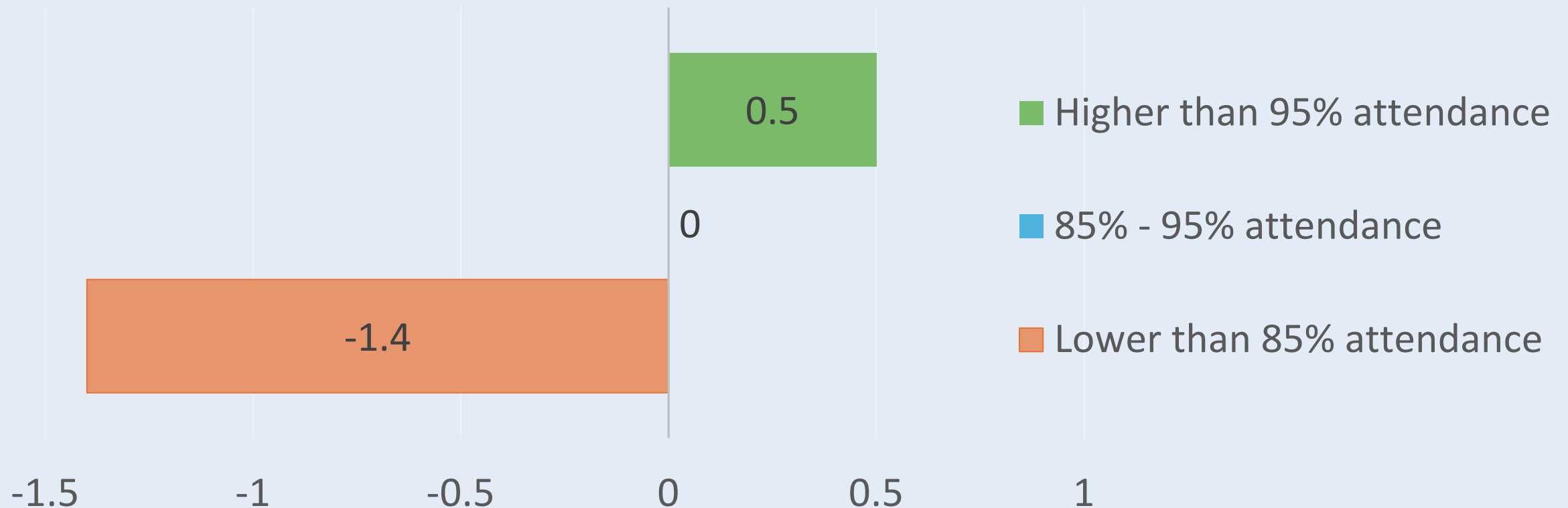


*Attendance is  
key to success*

# Attendance



- You might think it's obvious...
- Those who attend more, achieve higher grades!





***Mr Cook***  
***Deputy Headteacher***



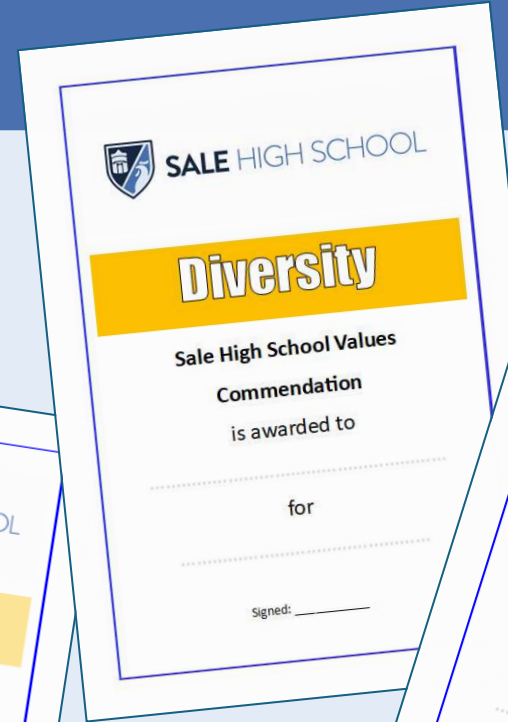
## The objective, the goal, the big picture

Sale High School is a school with extremely high expectations.

We aim for lessons to be disruption-free, enabling students to make excellent progress, in lessons and over time, achieving excellent outcomes ready for their next steps.

1. Sweat the small stuff to achieve unapologetically high standards
2. **Reward the good** and those that **'buy-in'** to the schools expectations, ethos & values
3. **Have sanctions** for those that fail to **'buy-in'** to the schools expectations, ethos & values

# Rewards




- Reward certificates related to the six SHS Values
- To be use to celebrate publicly
- Mainly by form tutors and HoY in assembly





# Rewards – Departmental postcards

 SALE HIGH SCHOOL

**English**

English Department Commendation  
is awarded to


.....

for

.....

Well done and keep up the excellent  
attitude to learning!

Signed: \_\_\_\_\_

 SALE HIGH SCHOOL

**Mathematics**

Maths Department Commendation  
is awarded to


.....

for

.....

Well done and keep up the excellent  
attitude to learning!

Signed: \_\_\_\_\_

 SALE HIGH SCHOOL

**Spanish**

MfL Department Commendation  
is awarded to

.....

for

.....

Well done and keep up the excellent  
attitude to learning!

Signed: \_\_\_\_\_



# Success at school equation

Very simply:

**Success = Turn up + Work hard**

***“Turn up (attendance), work hard (AtL) and the grades and progress will take care of themselves.”***

- National data and our own data shows this.

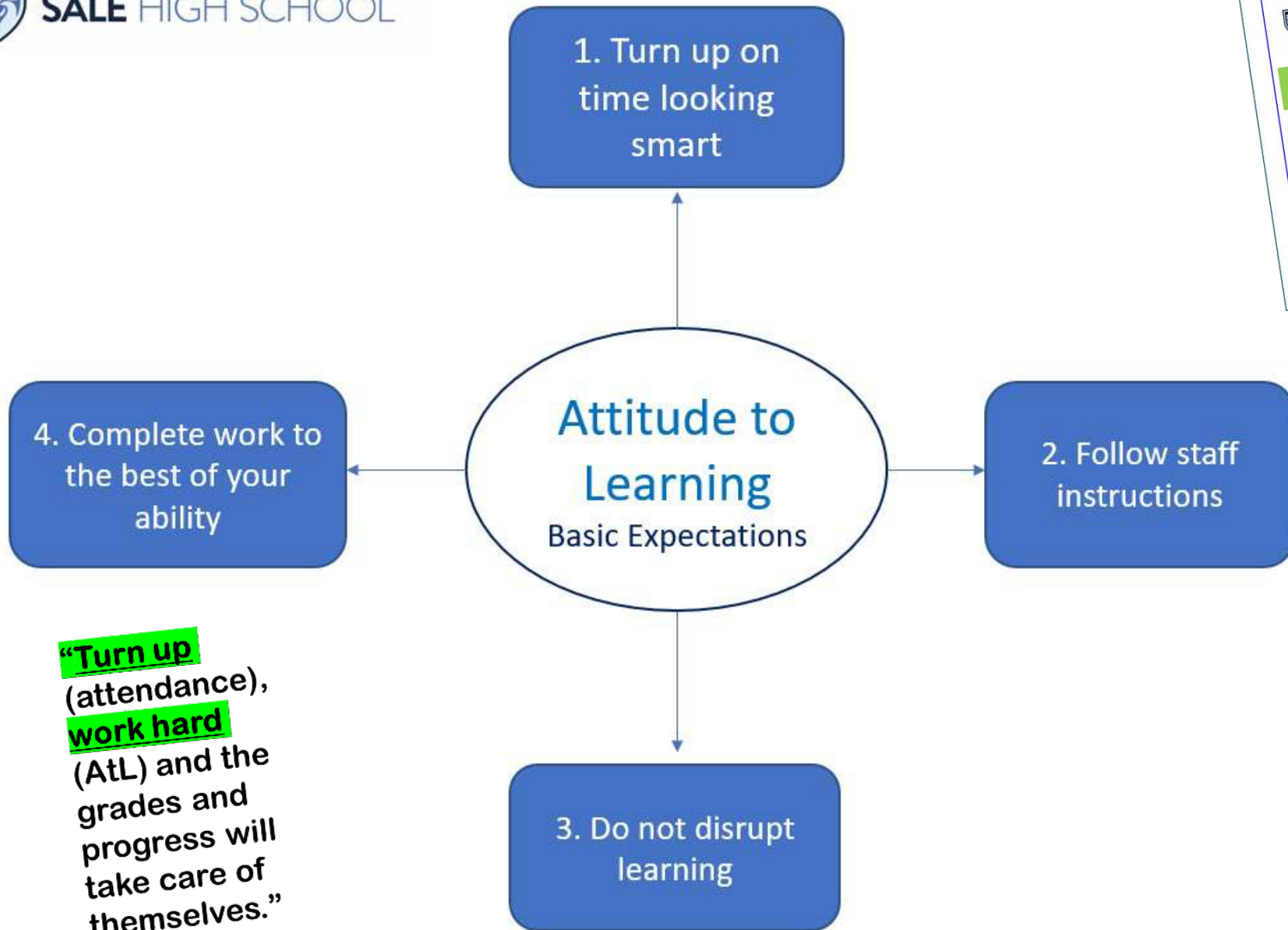


Underperforming Cause for concern 5	Working below Sale High Way AtL Expectations 4	Meeting Sale High Way AtL Expectations 3	Working above Sale High Way AtL Expectations 2	Exceptional 1
<ul style="list-style-type: none"> <li>• Fails to engage and meet the expectations of <b>The Sale High Way and the SHS Values</b>.</li> <li>• Is disruptive and negatively impacts the learning of others.</li> <li>• Lack of pride in work and presentation is below what is expected.</li> <li>• Homework is often late, incomplete and often does not reflect their ability.</li> <li>• Actively fails to follow rules, routines, responsibilities and staff instructions.</li> <li>• Receives regular behaviour points and fails to correct and improve their choices after sanctions.</li> <li>• Is usually not <b>safe, ready and respectful</b></li> <li>• Often forgets equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Often engages with <b>The Sale High Way and the SHS Values</b> but can lose focus</li> <li>• Sometimes becomes involved in low level disruption</li> <li>• Work sometimes demonstrates a lack of pride and presentation is inconsistent</li> <li>• Homework activities are completed, but often fall short of the student's ability. They do not 'complete work to their potential'</li> <li>• Fails to follow rules, routines and student responsibilities and is sometimes not <b>safe, ready and respectful</b></li> <li>• Sometimes receives behaviour points but takes accountability and tries to improve once sanctioned</li> <li>• Doesn't prepare / revise properly for tests</li> <li>• Sometimes forgets equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Meets the expectations of <b>The Sale Highway and SHS Values</b></li> <li>• Pride in work is evident and presentation meets expectations.</li> <li>• Homework tasks completed fully and submitted on time</li> <li>• Consistently follows rules, routines and student responsibilities with teacher direction</li> <li>• Prepares well for tests and assessments</li> <li>• Consistently follows rules, routines and student responsibilities</li> <li>• Rarely receives behaviour records</li> <li>• Revises for tests</li> <li>• Responds to feedback</li> <li>• Rarely forgets equipment</li> <li>• Consistently is <b>safe, ready and respectful</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meets the expectations of <b>The Sale Highway and SHS Values</b> and often goes beyond.</li> <li>• Pride in work is evident and presentation is very good</li> <li>• Homework tasks completed fully and submitted on time with some evidence of wider research and reading</li> <li>• Consistently follows rules, routines and student responsibilities without teacher intervention</li> <li>• Prepares well for tests and assessments</li> <li>• Consistently follows rules, routines and student responsibilities being <b>safe, ready and respectful</b></li> <li>• Very rarely, if ever, receives behaviour points</li> <li>• Very rarely, if ever, forgets equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Always demonstrates full engagement with <b>The Sale High Way and SHS Values</b> and leads by example aiming to create an outstanding culture of learning in lessons</li> <li>• Pride in work is clear with consistently outstanding presentation</li> <li>• Takes ownership and high accountability of their own learning with wider reading and independent study outside of lessons</li> <li>• Homework tasks display outstanding effort and evidence of wider reading and research</li> <li>• Consistently follows rules, routines and student responsibilities being <b>safe, ready and respectful</b></li> <li>• Preparation for tests &amp; assessments is exemplary</li> <li>• Never receives behaviour points</li> </ul>

### Language association 'best fit descriptors' for holistic attitude to learning grade:

<ul style="list-style-type: none"> <li>• Never pushes themselves</li> <li>• Avoids work</li> <li>• Disruptive and has a negative impact on others</li> <li>• Lacks consideration for others</li> <li>• Rude and argues back</li> <li>• Poorly organised</li> <li>• Rarely completes work</li> <li>• Lack of pride in work completed</li> <li>• Disengaged</li> <li>• Fixed mind-set</li> <li>• Comes to lesson without equipment</li> <li>• Student does not prepare or revise outside of school</li> <li>• Is often late to lessons</li> <li>• Truants</li> </ul>	<ul style="list-style-type: none"> <li>• Passive compliant</li> <li>• Sometimes doesn't complete tasks</li> <li>• Happy to 'coast'</li> <li>• Keeps just under the radar</li> <li>• Happy with doing 'just enough'</li> <li>• No urgency with their work</li> <li>• Does the minimum required</li> <li>• Fixed mind-set</li> <li>• Lack of pride in work completed</li> <li>• Lack of preparation and revision is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates Sale High School Values consistently</li> <li>• Works consistently well day to day</li> <li>• Meets teacher expectations</li> <li>• Follows instructions</li> <li>• Deadline are met</li> <li>• Does not have a negative impact on others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates Sale High School Values consistently</li> <li>• Try their best</li> <li>• Want to do well</li> <li>• Fully engages in lesson</li> <li>• Responds well to feedback and acts on it to improve</li> <li>• Polite, respectful &amp; well mannered</li> <li>• Prepares and revises for tests and assessments</li> <li>• Positive impact on others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates Sale High School Values consistently and is a role model to others</li> <li>• Proactive in their learning.</li> <li>• Growth mind-set.</li> <li>• Always aims for continuous improvement.</li> <li>• Learns from failure and sees failure an opportunity to learn and improve.</li> <li>• Polite, respectful &amp; well mannered.</li> <li>• Scholarly.</li> <li>• Exceptional.</li> <li>• Aspirational.</li> <li>• Well organised.</li> <li>• Prepares well and revises diligently.</li> <li>• Leader, puts themselves forward.</li> <li>• Goes the 'extra-mile.'</li> </ul>
--	--	--	---	---

**“Turn up  
(attendance),  
work hard  
(AtL) and the  
grades and  
progress will  
take care of  
themselves.”**



Student will get a single **ACHIEVEMENT POINT** (Named after one of our values) For meeting basic AtL (Attitude to Learning) expectations.

Achievement points will equal awards, rewards and **positive recognition.**

**“Turn up** (attendance), **work hard** (AtL) and the grades and progress will take care of themselves.”



# Rewards and positive recognition

- Rewards trips based on qualifying criteria\*
- Achievement Awards based on Achievement Points
- Rewards assemblies
- Praise postcards given within departments
- Values awards given out in assembly
- Positive communication home
- Rewards breakfasts to celebrate achievements and a year group community linked to AtL and behaviour points.





# Sale High School Christmas Rewards Criteria for years 7 to 9

1. Average AtL score of 3 and above *(5 is lowest score and 1 is the highest score)*
2. No more than 10 behaviour points
3. No internal exclusions (IE) or suspensions
4. Attendance above 95%\*

## Qualifying dates:

Monday 23<sup>rd</sup> Sept until the  
day of the trip

(16<sup>th</sup>, 17<sup>th</sup> & 18<sup>th</sup> Dec 2024)





# Personal Development

- PSHE formally taught lessons - 5 year curriculum being built and implemented using the schools new Values
- Assembly programme based on the school values and the PSHE curriculum
- Student leadership opportunities – Student council, Student Presidents and Vice Presidents
- Extensive extra-curricular programme
- Values Week 2025
- Duke of Edinburgh Award
- Advocacy – supporting charity or good causes
- Diverse curriculum
- Curriculum trips for all within department areas
- Careers Programme fulfilling the GATBY Benchmarks

*Plus many other departmental personal development opportunities*





# Extra curricular

## P.E. Extra-Curricular Timetable

Day and Time	MONDAY (Late)	TUESDAY (Late)	WEDNESDAY (Early)	THURSDAY (Late)	FRIDAY (Early)
LUNCHTIME WEEK A	Dodgeball club Mr Jackson	Badminton club Mr McCallum	Girls Football Year 8 & 10 Miss Thomas	Handball club Mr Kelly	Girls Football Year 7 & 9 Miss Davies
LUNCHTIME WEEK B	Early Badminton Club Mr Jackson	Girls football club Year 7 & 9 Miss Davies	Girls football club Year 8 & 10 Miss Thomas	Dodgeball club Mr Kelly	Late Fitness club Mr McCallum
AFTER SCHOOL	Staff Meetings	Year 8 & 9 Netball Miss Thomas Year 8 Football Mr Jackson Year 7 Football Mr McCallum Year 9 Football Mr Gould/Mr Lovell KS3 Taekwondo Week A Miss Simmonds	Year 7 Netball Miss Davies Year 10 Football Mr Kelly	Year 11 Football Fixt Mr Jackson KS3 Rugby Mr McCallum KS4 Rugby Mr Kelly	Fixtures

Extensive offering that support the holistic development of students at Sale High School.

## YEAR 7 EXTRA CURRICULAR ACTIVITIES

Activity	Teacher	Day	Time	Location
Art Wellbeing	Mr Di Muro	Wednesday (Week A)	Late Lunch (1.20)	Room 8
Band Practice	Miss Bussell	Every Day	Break/Lunch Booking	Room 13
Cricbat	Mr Kady	Monday and Wednesday	After school	The field
Commercial Dance	Miss Pearson	Monday Week A	Lunchtime	Room 9
Geography Club	Miss Harwood	Monday Week A	13:30 - 14:10	Room 33
Guitar Ensemble	Miss Bussell	Tuesday	Morning (see rota for times)	Room 11
Uxity Club	Mr Hilton	Monday Week A & B	13:30 - 14:10	Library
Production Vocal Practice	Miss Bussell	Monday & Wednesday Week A & B	After School	Room 13
Platinum Stars Theatre Company (audition only)	Miss Pearson	Monday & Wednesday Week A & B	After School	Room 9
Girls' Football	Miss Brett & Mr Gould	Monday Week A & B	After School	Field
KS3 Taekwondo	Miss Simmonds	Monday Week A & B	After School	Gym
Science Club	Mr Bramwell & Mr Catteridge	Tuesday Week A	13:30 - 14:10	Room 35
Sports Club	PE staff	Tuesday Week A	13:30 - 14:10	Sports Hall
Japanese Club	Miss Petty	Tuesday Week B	13:30 - 14:10	Room 52
Eco Club	Mr Casira	Tuesday Week B	13:30 - 14:10	Room 7
Interfish Club	Miss Simmonds	Monday Week	Lunchtime	Room 32
Maths Problem Solving Club	Miss Verms	Wednesday Week A & B	Lunchtime	Room 22
Netball	Miss Brett & Miss Davies	Wednesday Week A & B	After School	Sports Hall
Girls Football	Miss Davies	Monday	After School	Sports Hall
Mindfulness Colouring	Miss Heavyside	Thursday Week A	13:35 - 14:15	Room 55
Crochet Club	Miss Pedersen	Thursday Week B	13:35 - 14:15	Room 38
Journalism Club	Miss Simple and Mr Whitehead	Monday	After School	Library
Junior Choir	Miss Bussell	Friday Week A & B	Afternoon (on rotation)	Room 11/12
Young Chef Club	Miss Chung Anderson	Wednesday and Thursday Week A	Lunchtime	Room 19
Hong Kong Club	Miss Sotirou	Week A Wednesday	Lunchtime	Aspire
Multilingual Club	Miss Sorutou	Week B Thursday	Lunchtime	Aspire



# Equality and Anti-Racism



**BE KIND**

# PSHE – 5 Year Curriculum

## HT1: New School What will we learn?



Starting a new school can be challenging! Making new friends, meeting new teachers, learning your way around a new building, getting more homework - it's a lot of change! It can be tricky, but that's okay!

In this half term, we are going to learn how to navigate through some of the challenges we might face as we start Sale High School.

### We will learn:

- How to manage the challenges of a new school.
- How to identify and express our emotions well.
- What makes good friendships.
- The importance of following rules.
- How to set goals based on our values and improve our skills.
- How to be safe out in public: travel; emergency responses.

## L1: Managing the Challenge

### STARTER:

Around the mind-map, write down some of the changes you have faced when starting Sale High School.



Changes that might we go through while at Sale High School?	Example	How do I feel about it? 
Travel		
Homework		
Relationships		
Exams		
Home Life		

Going through big changes can have an impact on our mental health. It is important that we understand our mental health and learn some strategies to help us cope when it gets difficult.

What is mental health?

Why might some people find it hard to talk about mental health concerns?

How can people look after their mental health?

What support could be given to someone with mental health concerns?

One thing that can help us to navigate our way through big changes is having good friends around us. It is important that we learn to make and maintain positive friendships.

Give 5 qualities that you would want in a friend:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Go around the class and find 6 different people to answer the questions - see if you have anything in common!

Question	Answer 1	Answer 2
What is your favourite film?		
What is your favourite lesson?		
What is your favourite hobby?		

Empathy is \_\_\_\_\_

Bobby walks to school with her friends, Chloe and Aaron. They are talking about an online game. Bobby doesn't play it so can't join in with the chat.



Bobby has art first thing and is proud of her work. She has the artwork made by her friend Zara and tells her it looks really good.



Zara tells Bobby that one of her friends is ignoring her but she doesn't know why. "She is being really moody and just says she doesn't want to talk about it", Zara says.



Bobby thinks Zara should tell her friend how she feels.



Bobby walks home with Chloe, Aaron and Zara. Chloe and Aaron are talking about Demisha's birthday party. Bobby hasn't been invited. Bobby shouts at Chloe and Aaron, "Stop going on about it, who even cares about the stupid party anyway?" and storms off.



When Bobby gets home, Zara messages and asks "Are you OK, Bobby? I'd have felt a bit left out about the party, but - would you like to meet up at the weekend instead?"



1. What are some of Bobby's strengths in terms of maintaining friendships?

---

---

---

---

2. What emotions has Bobby felt today? Pick one of these and explain why Bobby felt it.

---

---

---

---

3. How could Bobby have reacted differently to not being invited to the party?

---

---

---

---

4. Who showed empathy towards Bobby? Explain how you can tell this was empathy.

---

---

---

---

5. What effect do you think this had on Bobby?

---

---

---

---

The opening PSHE topic in year 7 is about managing change, friendships, managing emotions, setting goals and developing empathy.

# Social Media and appropriate use of technology



Social media is a major cause of a rise in teenage mental health issues.

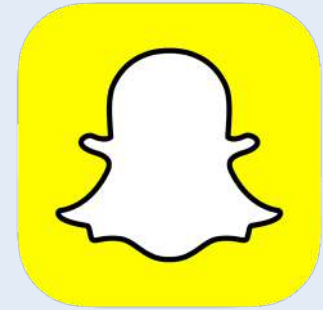
Social media is and was a major cause of students being suspended from school nationally.

At Sale High School we want a culture of no mobile phones

## **Mobile Phones and Electronic Devices**

Issues related to mobile phones and electronic devices continue to be one of the leading causes of the most serious of sanctions, such as suspensions and permanent exclusions, nationally. In line with government guidance, Sale High School wants a culture where students and staff are free from the issues associated with inappropriate use of technology.

If mobile phones or other electronic devices such as tablets, earphones, Air Pods or smart watches are brought into school they must be switched off and kept out of sight - never seen or heard. If a mobile phone or other electronic device is used on the school site, it will be confiscated and taken to Student Services or the pastoral office. This will be recorded on the student's electronic behaviour log and, in the first instance, the item can be collected by the student at the end of the day. Once a decision has been made to confiscate an item, no negotiation will be entered into.





***Ms Conce***  
***Assistant Headteacher***

# Supporting Students with SEND



## The Learning Hub

The Learning Hub provides personalised support for students with Special Educational Needs and Disabilities (SEND). This dedicated learning environment offers tailored interventions designed to help students overcome barriers to learning and achieve academic success.

Our experienced team includes Learning Support Assistants who provide in-class support, as well as Intervention Leaders who deliver a variety of interventions, both in small groups and one-to-one sessions, to meet the unique needs of each student.

# Mental Health and Wellbeing Support



## The Wellbeing Hub

This is a dedicated space to support the mental, emotional and physical health of students. We have a team of three **Wellbeing Support Assistants** who work with students on a one-to-one basis over several sessions to help reduce emotional dysregulation, enabling students to engage in learning within the classroom. In addition, they can help with anxiety, grief, stress and self-esteem.

This Hub also offers support on an ad hoc basis and provides a quiet and calm space for students who might feel overwhelmed.

# Mental Health and Wellbeing Support



## The Talking Hub School Counsellors

Counselling is a talking therapy and can be accessed through a head of year referral. Counsellors can help with low mood, anxiety, grief, stress, bullying, relationships and self-esteem. We have two dedicated school counsellors and they offer one-to-one sessions and group sessions to promote wellbeing and positive mental health.



# Wellbeing Award for Schools



The Wellbeing Award for Schools recognises outstanding work in promoting mental health and wellbeing within school communities across England. It supports schools in creating a culture where mental health can thrive, and helps them develop strategies for improving student wellbeing. We are currently working towards this award.

