

Ellesmere College

Support for Learning





“Lessons are tailored to the individual needs of pupils”

Support for Learning at Ellesmere College

Ellesmere College has been a recognised national centre of excellence for the education of students with dyslexia within a mainstream school for over fifty years. Provision has developed over the years and the focused expertise is now available to all students in the College.

As with other areas of College life, there has been a consistent commitment to continuing development, which saw the Department, along with the English as an Additional Language Department, move into purpose-built facilities, which were opened officially by Sir Jackie Stewart, World Champion Formula One racing driver and famous dyslexic, in 2007.

Support for Learning at Ellesmere is available on a permanent or temporary basis for those students finding difficulty with a particular area of the curriculum. They do not need to have an identified learning barrier (such as dyslexia) to benefit from support lessons. These lessons may be requested by parents as booster sessions; all such lessons are charged as an addition to the school fees. Lessons are tailored to the individual needs of pupils, who are matched, wherever possible, with partners whose needs are similar. Timetabled lessons are then arranged. For dyslexic students lessons are often in place of a language, but not always: we try to fit the curriculum to the child.





Ellesmere College Forward in its Thinking

The use of technology is a key area of work at Ellesmere, with students being encouraged to learn touch typing skills and access programs available through laptops and tablets, such as dictation and reading technology, and programs for learning, to promote their independence.

Support teachers at Ellesmere are qualified to teach and assess students with SpLD (Dyslexia) and liaise closely with mainstream staff. All students who have a particular difficulty have an

Individual Education Plan (IEP), which is agreed with students and their parents, English and Maths teachers, and is communicated to mainstream teachers for action.

Assessment and application for access arrangements for external examinations are key parts of the Department's work, helping students by ensuring they are skilled in the most appropriate means in order to achieve in examinations and life beyond.

The College is a CReSTeD (Council for Registration of Schools Teaching Dyslexic Pupils) category DU school and as such is regularly inspected by CReSTeD (further information on CReSTeD may be found at www.crested.org.uk).

Ellesmere's aim is to create excellent provision for all students, and we have particular expertise in supporting those with dyslexia and related areas such as developmental co-ordination disorder (dyspraxia) and dyscalculia.



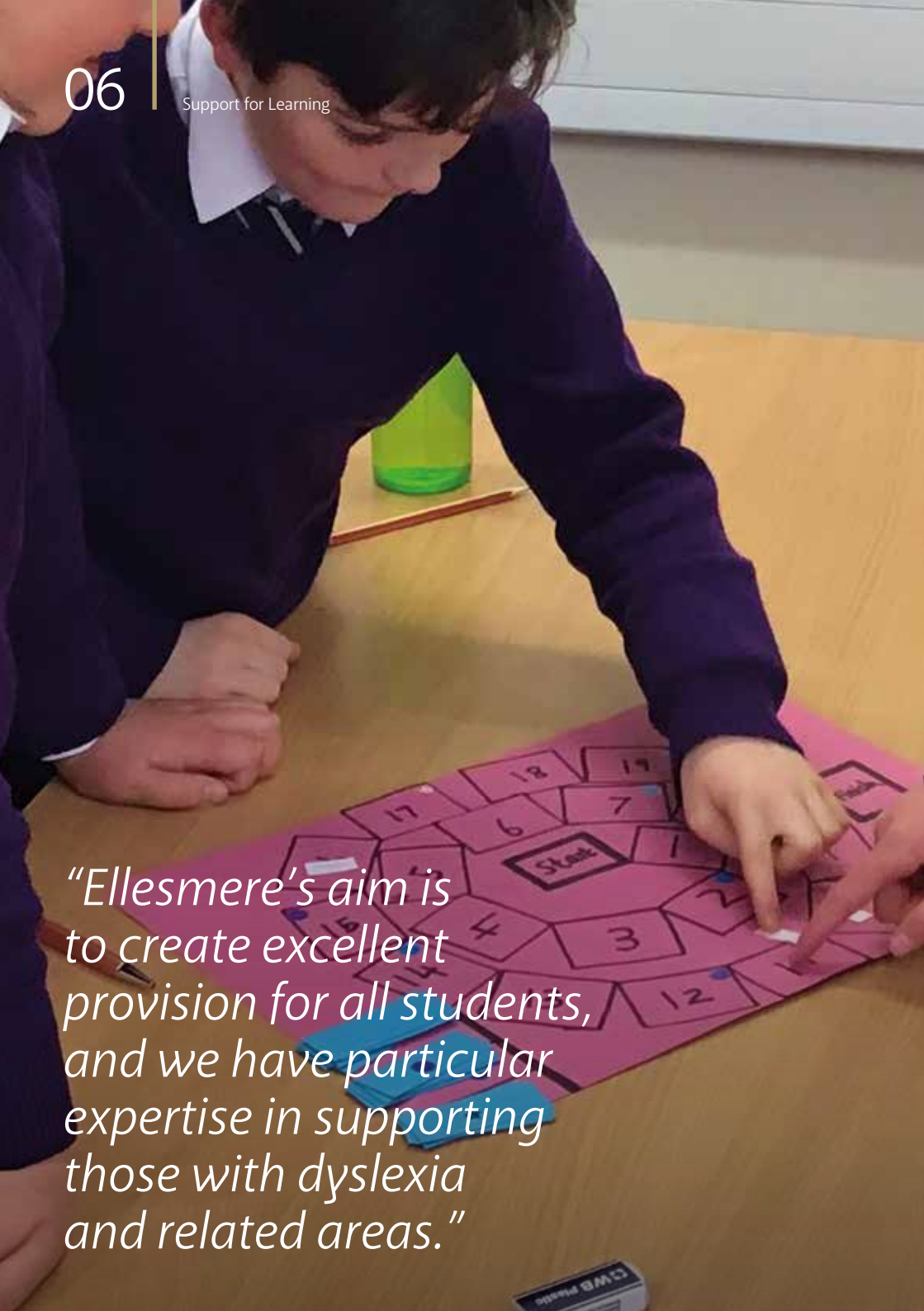
“There is regular training for all staff regarding teaching students with dyslexia and related issues”

There is regular training for all staff regarding teaching students with dyslexia and related issues, and the support team holds membership of a number of national and local organisations: the British Dyslexia Association, PATOSS and Dyslexia Action.

Specialist conferences are held at Ellesmere and speakers have included Steve Chinn on Mathematics and dyslexia, Prof Margaret Snowling on developments in research into dyslexia, and Caroline Read on Assessments for Examination Access Arrangements.

Support for Learning at Ellesmere takes many forms:

- Specific and targeted support for dyslexia, dyspraxia and dyscalculia
- Support with language and communication difficulties
- Booster sessions for those experiencing temporary difficulty in a subject area
- Study skills (particularly for Senior School students)
- Assistance in developing organisational skills
- The opportunity for those with a particular strength or talent in an area through the Academic Enrichment programme.

A student in a school uniform is leaning over a table, focused on a large pink board game. The board is a circular path with numbered squares (1-19) and a central square labeled 'Start'. The student is pointing at a square on the board. There are blue sticky notes and a green cup on the table. The background shows a white wall and a wooden table.

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