



Archbishop Holgate's School

# Inclusion Corner

SPRING 2 NEWSLETTER: March 2023

Welcome to our 'Inclusion Corner' newsletter feature - we hope you find this newsletter both an informative and uplifting read. For those of you with students new to AHS, a quick overview is below:

Each half-term, our Inclusion Corner newsletter will aim to: share important information and links to inform parents/carers on Special Educational Needs, shining a spotlight on a different area of need; celebrate our students' achievements, both in and out of school; publicise news and events that may be of interest to our SEND parents/carers; and finally, introduce parents/carers to each member of our inclusion team here at AHS.

## Introducing Careers Support at AHS



**Miss Robinson**  
School Careers Coordinator

Hello, my name is Miss Robinson. I am the Careers Coordinator at AHS and I work Mondays, Wednesdays and Fridays in school.

I work closely with our SEND team helping students find their work experience placements and alternative provision for Work Experience if needed, working one to one with students during my Work Experience sessions. It is never too early to start thinking about potential Work Experience placements!

I also hold Careers events throughout the year, these include our Year 7 STEM Day, Year 8 Trading Games, assisting with our Year 9 Industry Day and organising our School Careers Fairs. My role also links in with Tammi Sunley who works for City of York Council on the Specialist Learning and Employment Adviser Team.



**Tammi Sunley**  
CYC Specialist Learning  
and Employment Adviser

Specialist Learning and Employment Advisers support anyone who is aged 13 to 25 with an active EHCP.

No referral is necessary as all young people with a York EHCP or who are in the care of the Local Authority are contacted directly, via parents/carers, the Local Authority or through their education provider to be offered support.

Specialist Learning and Work Advisers offer support with:

- preparing for the next steps after school and college.
- giving impartial information and guidance on a range of available options.
- making informed choices through visits and taster sessions with local education providers.
- helping young people to have a voice in decisions about their future.
- arranging personalised learning programmes for those who need more flexibility.
- referrals to supported internship programmes where appropriate.
- practical support to complete applications and arrange visits where needed.



## Inclusion News

### SEND Coffee Morning

We have now held four successful SEND Coffee mornings at AHS. These have been borne out of a feeling by the AHS SEND team that there was a bit of a 'gap in the market' for opportunities for parents of AHS students to connect with each other. This has especially been the case with parents of students with additional needs where meeting other parents in the same position can be helpful and reassuring. We will continue to hold these coffee mornings every term - the next one will be:

**Saturday 17 June, 9.30am - 12.00pm**

At the coffee mornings we try to connect parents who may be in a similar situation and have commonalities of experience. We have a range of literature and flyers available which may be useful to parents of young people with additional needs and we have tea and biscuits. The coffee mornings are aimed at parents but we are always happy to have students and their siblings join in as well.



### Askham Bryan and York College visits

On Tuesday 14 March Mrs Rose took some of our Year 10 EHCP students to York College to have a look around and get a feel of what studying at York College would look like. At AHS we feel it's really important for students to get an idea of what their next steps might

be in Year 10 to give them something meaningful to work towards as they take their GCSE exams in Year 11.

At York College they met with Lucy Walker, the Schools Liaison Officer and she gave our students a tour of the building and all the different facilities on offer. Students saw the art provision, the bricklaying, engineering, electrics and woodwork workshops as well as the mechanics car garage and the drama and photography studios amongst lots of others.

Students were particularly interested in the wide range of cakes being made in the kitchen classrooms! Lucy gave the students lots of information about what a typical day at college would look like and how the Learning Support Department could help them adapt to a new environment and support them in lessons if they were to choose York College after Year 11. They certainly left with a lot to think about!

In April, Mrs Rose is taking our Year 10 EHCP students on another visit to Askham Bryan College to see what courses are on offer and what studying there would be like.

### Deaf Awareness Week Bake Sale

In the run up to Deaf Awareness Week in May, we are beginning to promote deaf awareness around school. In February some of our Deaf and Hearing Impaired students planned and ran a bake sale for staff at break and lunch. In particular Phoebe Rankin (Year 7), Hannah Wray (Year 7) and Ellie Holliday (Year 12) worked hard to plan the event and baked lots of tasty treats at home to bring in for the event.

Staff practised using some sign language with the girls and it generated lots of conversations with them about sign language and the best ways to communicate. The students managed to raise £237.46 which was split equally between Lollipop (a York based Deaf charity) and the National Deaf Children's Society.

We'll have lots more events coming up during Deaf Awareness Week in May, so look out for further news on this!



## Good luck to all our exam students!



The exam season is very nearly upon us and we would like to take a moment to say a huge well done to all of our exam year students for all of their hard work up until this point. We are so proud of you and wish you the very best of luck in your upcoming exams and assessments.

We know that exams and assessments can be a very stressful and worrying time for our young people. Please contact the SEND team or your child's Pastoral team if you feel they could do with some additional wellbeing support. AHS produces a wellbeing newsletter with lots of top tips on how to best look after your mental health. Alongside this, further resources can be found at [Young Minds](#) and through [Mind](#).

# YOUNG MINDS



### Parents and carers can support their child by:

- 1 Ensuring you know when your child's exams are and planning calm weekends, early nights and space for revision around exam time.
- 2 Ensuring your child has all of the right equipment for their exams and preferably a calm and quiet space to revise.
- 3 Not allowing your own stress or worry to be passed on to them. This is easier said than done, but important nonetheless!
- 4 Signpost students to the help readily available at school: Google Classroom, AHS-written revision guides and P6s, all free at the point of access!
- 5 Engaging them in conversation about what they are revising, testing their knowledge and working together on revision.

## Access Arrangements for Exams

All Access Arrangements for assessments and exams need to be the students' 'normal way of working' as per the JCQ guidelines which all exam centres have to adhere to. The purpose of Access Arrangements is to allow equal access to the exam, but not to give anyone an unfair advantage. Anyone being entered for exams this season will already have their Access Arrangements in place. Our most common Access Arrangements at school is extra time. To qualify for extra time a student must have below average Speed of Working scores in 2 or more areas of writing, reading and/or processing. These scores have to be gained through in-house assessments within 26 months of the final exam. As standard, extra time is 25% but we must have evidence that the student will use this time. Mrs Rose has put a helpful tips sheet together (on the following two pages) on how to best use this additional resource.



## I get extra time for exams *What does this mean?*

### How much extra time will I get?

When you get extra time in exams, you get 25% extra. This means for every hour of an exam, you get an extra 15 minutes.



EXAM LENGTH	EXAM LENGTH (with extra time)
35 minutes	44 minutes
45 minutes	56 minutes
1 hour	1 hour 15 minutes
1 hour 10 minutes	1 hour 28 minutes
1 hour 15 minutes	1 hour 34 minutes
1 hour 30 minutes	1 hour 53 minutes
1 hour 45 minutes	2 hours 11 minutes
2 hours	2 hours 30 minutes
2 hours 15 minutes	2 hours 49 minutes

### What happens if I don't use my extra time

If you don't use your extra time you will lose it (as you obviously don't need it to complete the exam). This rule is set by JCQ and must be followed.

There are lots of reasons you might have been allocated some extra time - maybe you take longer to write than most, maybe you take longer to read than others, or maybe you take longer to process the questions. None of this is a bad thing; it's just how your brain works. You have been allocated the extra time to help you, so it makes sense to use it to make sure you're not at a disadvantage compared to other students.

### Important things to know

1. Plan your time! It's important that you're aware of how much extra time you will get in the exam and how long you have to answer each question with your extra time.  
*For example, English Language Paper 1 Q2 is 8 marks and we roughly calculate that there is a minute and half allocated per mark. This would usually be 12 minutes. However, with 25% extra time you would spend an extra 3 minutes on this question, meaning you would spend 15 minutes in total.*
2. Practise using your extra time in lessons and homework. You should be getting an extra 25% in class assessments too, so between assessments in class and homework there'll be plenty of time to practice using your extra time. Take responsibility for timing yourself.
3. You don't have to do the questions in order. Think about what works best for you and what your teacher has recommended.



## How should I use my extra time most effectively?

Each student will use their extra time differently. You will have to practise using your extra time to see what works best for you. However, some ideas as to how you might use your extra time are below:



Extra time can help you to pace yourself. Some of your exams will be long and extra time means you can work more slowly to complete the exam. Taking your time to answer the questions means you don't rush and it will help you feel less tired and overwhelmed.



Spend some time at the end of each question reading back both the question and your answer. Check for mistakes - if you spot one and can change it, it might be worth an extra mark!



You could use your extra time to plan your answers. Exam boards report that students who plan their answers get better marks - and if you have dyslexia you might benefit from extra planning time to help you organise your thoughts.

Approach answering your longer questions in three stages:

- Generating ideas
- Organising your ideas
- Writing



Control your stress and improve your concentration levels. Spend some time this year learning some mindfulness techniques that you can use in your exams to help you relax and control your anxiety. If you're more relaxed you're more likely to be able to retrieve information from your brain and succeed in the exam.



Spend some of your extra time to read the question a few times to understand what the words mean. Before you start answering make sure you're clear what the question is really asking you. Highlight the key words in the sentence and take some time to think about what the exam board requires in your response.



If you struggle with your handwriting, you could use some of your extra time to make sure that your writing is clear and legible. If the examiner struggles to read your answer, they might miss something really good that you've said!



If there is a choice of questions, use some time to make sure you have read all the options carefully. Before you jump in and start writing, take the time to think. Have you chosen the best question? Are you confident you can give a good answer? Taking the time to think things through at the beginning will make for a stronger, more well thought out answer.

**Having extra time is a valuable resource and it's important to use it properly. Remember, if you don't use it you will lose it!**





## Transitions

Transitions from school to school and from year to year can be both very exciting and a little bit daunting. AHS staff are here to answer any questions you may have about transitions at any stage of your child's learning - please contact the SEND team or your child's year team as needed. Giving your young person as much warning as possible and as many opportunities to prepare for change can be really important. It's also never too early to start looking at post-16 and post-18 providers. Open days are held throughout the year so have a look on their websites. To get you started we've added a flyer or two at the end of the newsletter.

### Year 6 to Year 7

It is at this time of the year that schools start to think about their transitions. Year 6 pupils have just been notified of their September 2023 places at AHS and the school is starting the initial planning stages of this big transition. Congratulations if you have secured a place! There is nothing for parents to do at this point; the Year 7 team and the SEND team will be in touch with primary schools shortly.

### Year 7 to Year 8

If your child is in Year 7, we are starting to think about the transition to Year 8. It is very likely that in September 2023 you will get a new form tutor and some new faces for your pastoral team. The SEND team stays consistent and supports the transition between Year 7 and 8 by holding handover meetings with every year team and form tutors as required. Year 8 is much the same as Year 7, however there is an expectation that Year 8s are good role models to the Year 7s and teach them the ropes in the same way previous Year 8s taught them!

### Year 11 to Post-16

This is a very exciting time for those transitioning to post-16 studies. If you are staying at AHS your transition will be similar to previous years. If you

are moving to a new setting, it will be important that you have been to an open event to look around and make contact with any key workers or SEND teams as needed. Miss Holmes meets with York College annually to discuss any of our Year 11s moving to Year 12 there.

### Year 13 to Post-18

The world is your oyster! Hopefully all the hard work and support will allow Year 13s to fly the nest to their next chapter, whether this be work, college, university or work-based learning such as apprenticeships. Ensuring you have all the right support around you is important. In our last newsletter we highlighted some key providers, here they are again in case you missed them:

#### Do you and your child know the options available to you for Post-18 study?

- Blueberry Academy (2 years to 16+) [www.blueberryacademy.co.uk](http://www.blueberryacademy.co.uk)  
Learning difficulties, Autism, SEMH, Disabilities
- Tang Hall Smart (14+ hours a week, 16+) [www.tanghallsmart.com](http://www.tanghallsmart.com)  
Drama, Dance, Music, Art, Sport
- United Responses (16+) Studying alongside work placements [www.unitedresponse.org.uk](http://www.unitedresponse.org.uk)
- Project Choice (One year programme, 16+) Study with NHS and community work placements. Work placements are unpaid [www.hee.nhs.uk/our-work/project-choice-supported-internships](http://www.hee.nhs.uk/our-work/project-choice-supported-internships)
- Routes 2 Success (One year, 16+) Part of York Learning - a supportive study programme [yorklearning.org.uk/learning-for-everyone/routes-2-success/#1653653523393-e99580ec-4666](http://yorklearning.org.uk/learning-for-everyone/routes-2-success/#1653653523393-e99580ec-4666)
- Pinc College (two or three years, 16+) Specialist college for creative education [pinccollege.co.uk](http://pinccollege.co.uk)



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## Upcoming Post-16 Open Days

It's always a good idea to go and visit a range of Post-16 and Post-18 providers to ensure your child has access to the best place for them. Providers have open days throughout the year where you can go and see the facilities on offer and get a feel of what studying there will be like. You can also speak to the Learning Support Teams at the providers to get a feel for how supportive and inclusive the environment will be.

For the EHCP only providers in the city, such as Blueberry Academy and Tang Hall Smart, you can request to visit at any time as they have no set open days due to their more niche specialisms.

Open days next term include:

### Bishop Burton College

Tuesday 25 April, 5.30pm - 8.00pm

### Askham Bryan College University Centre

Saturday 17 June, 10.30am - 1.30pm

### Bishop Burton College

Saturday 17 June, 10.00am - 1.00pm

### York College

Thursday 22 June, 5.30pm - 8.00pm



## Opportunities Event

Interactive workshops  
Local employers  
Education providers  
Support services

For young people with Special Educational Needs and/or Disabilities in York, Leeds and North Yorkshire to explore various post 16 options

24 April 2023 | 10am-2pm  
**Askham Bryan College**

Free to attend. Booking not required

For further information, email [samantha.tordoff@askham-bryan.ac.uk](mailto:samantha.tordoff@askham-bryan.ac.uk)

Supported by:







## Monthly Drop In Sessions

PARENT AND CARER SESSIONS  
We understand that it is important to be heard and support received where needed. Drop along to one of our monthly sessions to support you whilst you support your young person.

YORK INSPIRATIONAL KIDS CIC

<b>Pathological Demand Avoidance (PDA)</b>	<b>Emotionally Based School Avoidance (EBSA)</b>	<b>ADHD</b>	<b>Challenging Violent or Aggressive Behaviour:</b>
4 May 8 June 6 July	11 May 15 June 13 July <small>Young people welcome</small>	20 April 18 May 22 June 20 July	27 April 25 May 29 June

All sessions 9.30-11am Clifton Children's Centre, YO30 6JA  
For more information tel 07563232838  
[www.yiks.co.uk](http://www.yiks.co.uk)