

Blossom House SpLD (Dyslexia) Provision

We are proud to be recognised as a 'Crested' school in the 'Specialist Provision Category' (*Council for the registration of schools teaching dyslexic pupils*) which recognises our expertise and extensive dyslexia support and provision. We have been a registered Crested school since 2010. Our school has membership to the BDA (British Dyslexia Association).

Many of our children are considered to have SpLD (specific learning difficulties). Dyslexia is considered on the continuum of language difficulties and there is overlap between SLI (specific language impairment) and dyslexia. Our teaching styles, methods and resources benefit our children regardless of a dyslexia diagnosis.

Our specialist provision includes:

- A high number of SpLD trained teachers **OCR Level 5**, and a few to **Diploma Level 7**, including the majority of our Literacy/English teachers.
- All maths teachers SpLD are trained in the **Unicorn Maths Course** (teaching maths to pupils with dyslexia and or dyscalculia accredited by OCN at Level 2).
- A **whole school awareness of Dyslexia** and ongoing in-house training for all staff.
- A **multidisciplinary team** where therapies: Speech and Language Therapy, Occupational Therapy and Psychotherapeutic Arts are integrated into the curriculum as well as delivered in groups or on 1:1 basis as appropriate.
- Blossom House is running the OCR level 5 course in conjunction with The Helen Arkell Dyslexia Centre in teaching pupils with SpLD.
- An SpLD Team of specialist teachers overseeing children's support across the school.
- Pupil's progress is carefully monitored through rigorous assessment.
- 1:1 extra sessions with SpLD trained teachers on a needs basis for Literacy and Maths. If appropriate, team teaching, paired or small group teaching may be utilised.
- **Synthetic phonics** with a **multisensory** approach to teaching reading and phonic reading schemes. Synthetic phonics is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words. E.g. teaching **/s/a/t/p/i/n** – then used to teach the following words **/sat/pat/tin** etc.

- **Cued-articulation** may be used to support phonics teaching for younger pupils. Cued articulation is a set of hand and mouth 'cues' for teaching individual speech sounds. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.
- Other methods of word learning such as **visual**, **cognitive** and **morphological**.
- **Multi-sensory teaching** and resources are used across the school as well as using 'hook' activities to help learning and memory.
- **Alternative methods of recording**: computers, drama, cloze tasks etc.
- **High-interest-low level** reading books and library books.
- Teaching of **touch-typing using a recommended dyslexia friendly programme** where appropriate.
- **Brain-Gym** based movement learning breaks devised by the onsite Occupational Therapy Team.
- Brain based teaching methods e.g. **mind maps**.
- Lessons structured to support optimum remembering and learning (different small tasks that increase the 'primacy and recency effect' thus enhancing memory and recall).
- Access to computers, interactive whiteboards, iPads and laptops.
- Access to a variety of specialist well-recognised **SpLD software** that is recommended:
 - *Word and Number Shark*
 - *Clicker 7*
 - *Lucid/Lass- assessment*
- **Assistive technology** in Secondary: **Read Write Gold Text Help** (text-to-speech software), laptops, **Dragon Naturally Speaking Voice Recognition** software, **Reading Pens**.
- **Study skills** lessons in Secondary delivered by Speech and Language Therapists and/or SpLD-trained teachers.
- **Access Arrangements** for all levels of qualifications in secondary through to Post 16.

- **Visual timetables** are used at the start of all lessons across the school. Visual timetable provide children with a clear objective for the lesson and break up the tasks that will be completed during the lesson.
- Holistic, caring and sympathetic ethos with strong communication between staff and from school to home.
- Self- esteem and self-confidence is promoted.
- School planners and timetables for homework/ organisation.
- Access to [online homework](#).
- **Irlen Syndrome Screening:** we can diagnose Irlen syndrome which frequently affects children with SpLD and prescribe Irlen coloured overlays or refer for coloured lenses. Irlen syndrome can have a significant impact on reading ability as well as other areas.



The above is just an overview of SpLD teaching at Blossom House School. If you would like any further information please contact your Head of House who will put you in touch with one of our SpLD teachers.