

Blossom Lower School and Upper House



SpLD Policy

(Specific Learning Difficulties)

Covering EYFS, Primary, Secondary & Post 16

Last reviewed September 2018 Vikki Langford (SMT)

Next review due September 2019

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1. Introduction

The Dyslexia/SpLD team 2018-19 are:

- Stephanie Wood - coordinator
- Sarah-Jane Mackay
- Mikaela Bikhazi
- Vicky Gabric
- Aziz Sannie
- Ruth Pollitt
- Rebekah Beasley
- Vikki Langford (Line Manager)

This policy is used in conjunction with Blossom House's SEN, Equal Opportunities, Teaching and Learning and Exam Policies. This policy acknowledges the SEND Code of Practice, The Children and Families Act (2014) and the Equal Opportunities Act (2010). Blossom House is an independent school for children whose primary needs are speech, language and communication difficulties covering the ages and phases EYFS, Primary, Secondary and Post 16. The school is a CRESTED registered school in the Specialist Provision Category (since February 2016). A number of pupils have a dyslexia or SpLD diagnosis and/or SpLD type profiles in addition as well as other interrelated special education needs. The description of dyslexia that is maintained by the school is as follows:

- 'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.'

British Dyslexia Association

In addition to these characteristics, the British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem-solving, creative skills, interactive skills and oral skills.

2 Aims and Objectives

1. To promote dyslexia awareness and a dyslexia friendly school environment through appropriate staff training.
2. To equip all staff with the knowledge, skills and confidence to support pupils with SpLD.
3. To identify and assess the specific needs of the children as early as possible, ensuring there is careful monitoring and assessment of pupils throughout their schooling.
4. To ensure appropriate progress is made by pupils according to their individual starting points and potential.
5. To keep records to carefully monitor and track pupil progress and use this information to inform future planning/action.

6. To encourage the parents and pupils to participate in and support the process.
7. To provide high quality, appropriate interventions (precision teaching, 1:1extra Literacy and/or Maths, study skills support and input on a needs basis reaching as many pupils as is possible.
8. To ensure all pupils with SpLD/dyslexia have access the curriculum and reach their full potential.
9. To encourage confidence and raise self- esteem by providing a caring and well organised whole- school environment.
10. To provide equal opportunities to all pupils (and staff) regardless of race, religion, ethnic background or gender.
11. To ensure pupils are kept safe from all types of harm (safeguarding).

We will achieve these objectives:

- Through effective line management and overseeing of the SpLD Policy and the SpLD Team's work on a regular basis.
- By identifying and supporting pupil's individual needs across the curriculum (through communication, screening, assessment etc)
- By effective use of support staff.
- By ensuring we have high expectations of pupils, set suitable and challenging targets and monitor progress.
- By involving pupils 'voice' in their own learning and objective setting
- By providing an appropriately differentiated and balanced curriculum.

- Employing a range of appropriate teaching strategies, methods, resources and technologies for pupils with SpLD.
- By providing induction training on dyslexia awareness and visual stress, on-going CPD, in-school SpLD training and the encouragement of the OCR Level 5 SpLD course for all literacy teachers.
- By ensuring the maths teachers to be trained appropriately, for example, in using Singapore Maths or in holding a Unicorn Maths qualification (in teaching maths to SpLD).
- By providing additional, direct, cumulative, multi-sensory, individual learning programmes based on assessment of the pupil's individual needs, strengths and weaknesses on a needs basis.
- By assessing for and implementing access arrangements for all pupils where necessary.
- By providing pupils with coping and compensating strategies to facilitate their independence as they grow older.
- By working holistically with SLTs, OTs, and arts therapists within the school and ensuring that the advice from outside agencies is sought appropriately e.g. Behaviour Optometrists, Irlen Screeners for Lenses, Educational Psychologists.
- Effective liaison and communication with the Phase Heads from EYFS, Primary, Secondary and Post 16.
- By ensuring equality of opportunity.

3. Management and Responsibilities

The person responsible for co-ordinating the provision of education for pupils with SpLD at Blossom House is Stephanie Wood (Dyslexia co-ordinator). The Dyslexia co-ordinator oversees the work of others in the SpLD Team and other SpLD trained teachers. Teachers and therapists are responsible for:

- Teaching and monitoring of all pupils in their classes, reporting any concerns soon as they are noticed.
- Being aware of all or any pupils in their class with a diagnosis of dyslexia
- Planning a modified curriculum and delivering lessons in a manner which ensures all pupils are fully included in lessons.
- Planning with classroom assistants to ensure quality provision for all pupils.
- Making use of appropriate resources, adapting where necessary.
- Liaising with relevant staff in best supporting individuals and communicating any concerns promptly.

The Dyslexia co-ordinator is responsible for:

- Overseeing the day-to-day operation of the school's SpLD policy and reviewing it annually.
- Managing the SpLD Team and meeting regularly.
- Updating the SpLD action plan linked to the school development plan following up and reviewing action points regularly.

- Observing other SpLD teacher's teaching and providing constructive feedback.
- Carrying out Look Books of SpLD teachers planning and assessments and ensuring it is completed.
- Ensuring that appraisals and reviews for the other members of the SpLD Team are held both six-monthly and annually, and that any concerns regarding performance, wellbeing or other are directed to the Line Manager (Vikki Langford).
- Overseeing the assessment, planning and monitoring of the SpLD teaching delivered by other SpLD teachers to ensure quality provision for SpLD pupils.
- Assessing and teaching individuals with SpLD and liaising and holding meetings regularly with other SpLD teachers to ensure quality provision.
- Co-ordinating provision for children with SpLD and timetabling.
- Liaising with all members of staff e.g. teachers, therapists, assistants, SENCO and parents about SpLD provision across the school and on matters concerning children with SpLD.
- Overseeing and carrying out screening for visual stress and ensuring pupils are provided with their coloured overlays (ensuring associated staff training on this is carried out)
- Managing resources including SpLD software and overseeing the SpLD budget.

- Keeping up-to date with the latest SpLD developments, information and changes in legislation.
- Staff dyslexia awareness and training.
- Assessing, applying for and implementing access arrangements. (Training staff and pupils in awareness of and using access arrangements.)
- Overseeing and monitoring the Touch Typing and assistive technologies training for pupils/staff.
- Liaising and meeting with the Leads of literacy and maths and the Phase Leads from EYFS, Primary, Secondary and Post 16.
- Ensuring the school maintains and renews its Crested status every 3 years.

4. Referral System for extra support for literacy and or maths. For SpLD pupils

- If staff have concerns about a pupil's literacy and or maths development they may flag up their concerns: in person, via email or if necessary through a meeting with the SpLD Team. A discussion with the referrer will take place. If there is a valid case for a referral then the SpLD Coordinator Stephanie Wood will add them to a referral list. This is a 'waiting list' and entry on does not guarantee a pupil will be seen straight after a referral is made.

Valid reasons for referral (examples):

- STEPS assessment shows a child is making LTE (Lower than Expected) progress in areas of the curriculum relevant to maths and/or English based lessons.
- Lucid screening flags up literacy concerns.
- Years 1-3 phonics progress data shows a pupil's phonic progress is an area of concern.
- The pupil has a statement or EHCP that outlines extra 1:1 SpLD input is necessary and/or quantified. e.g. 2 x 30 mins a week.

- The pupil has a diagnosis of dyslexia or SpLD and teachers have concerns about that pupils' literacy and/or mathematical development compared to same age peers.
- There are concerns about a pupils' progress highlighted in the annual review testing and report that flag up SpLD and or dyslexia type difficulties.
- A new pupil's baseline assessment flags up SpLD and or dyslexia type difficulties.

Referral Process:

- Once a pupil has been identified their individual case will be assessed to ensure that they will be suitable for this type of extra support and that they will be able to access it. Children referred with more reading comprehension difficulties or writing difficulties linked to their language difficulties will be referred over to SLT/OT as appropriate. Once pupils are selected as suitable, they will be added to the referral list until a SpLD trained teacher is available to take them. The time and frequency of the support as well as the specific type of provision will be discussed with SpLD team before a block of input begins.

5. Appropriate Provision

Appropriate provision is likely to include:

- An individualised learning programme. This should be targeted over a predetermined period of time and aimed at improving identified aspects of literacy skills (and where appropriate Maths skills), which have been identified within their individual profile as being particularly weak. This programme will be multi-sensory, structured and cumulative based on careful diagnostic assessment of needs.
- Extra small group or paired work targeting specific areas of need delivered by SpLD trained teachers under the guidance of the Dyslexia co-ordinator.
- Precision Teaching where appropriate for pupils targeting specific areas of need identified and the guidance of the Dyslexia co-ordinator.

- Careful use of learning support staff and training as needed.
- When appropriate, pupils should be made aware of their own individual pattern of learning abilities and weaknesses including an understanding of dyslexia.
- Arrangements in class that will ensure curriculum access, despite difficulties with literacy skills.
- Use of I.C.T, specialist SpLD software, assistive technologies (text to speech, voice recognition), Lexia, Dynamo Maths, Reading Pens, computers, iPads, the Internet and laptops.
- Prescribed coloured overlays and adjustments to accommodate visual stress.
- Needs based assessment referral to Occupational Therapist for individual or small group work targeting a particular area of difficulty
- Occupational Therapy (Fine Motor Skills) and Physiotherapy, Movement (Gross Motor Skills) groups take place up to Year 6 as part of the curriculum using a combination of Sensory-Integration , perceptuo-motor and neuro-developmental approaches.
- Needs based assessment referral to Speech and Language Therapist for individual or small group work targeting a particular area of difficulty
- Needs based assessment referral for Psychotherapeutic Arts (Drama, Art, Music).
- Emphasis on Physical Education and extra-curricular activities throughout the school including plenty of opportunity to experience a

very wide range of sports and activities and additional after-school and holiday clubs.

- Smaller ability groupings (no greater than 6 and mostly less) for Literacy, Maths and Speaking and Listening/Life Skills.
- Appropriate techniques, which will enable more independent and effective learning e.g. mind maps, study skills and brain-based approaches.
- Many groups supported by a teaching assistant/s.
- Terms in shorter 6-week blocks to maximise learning and encourage motivation.
- Arrangements for fair access to tests and examinations, which need to be planned.(refer to the Qualifications and Curriculum Authority (QCA) Publication – Assessment & Reporting Arrangements- special arrangements and guidelines)
- Guidance offered to parents on supporting their child.
- Holistic overview of child and strong liaison across therapies and relevant staff.
- Arrangements for regular effective school / home liaison. This will promote parent contribution and understanding to the ongoing assessment process and enable their support in the home.

6. **Teaching and Learning methods:**

- Visual timetables to help organisation
- Use of visual aids and prompts to support auditory input in teaching.
- Learning breaks and use of exercises to stimulate the right –side of the brain and bi-lateral integration promoting concentration, co-ordination, muscle tone and motor skills.
- A multi-sensory, synthetic phonics approach to reading and spelling and high quality synthetic phonics reading scheme/s. (Alternative programmes may be used to suit individuals)
- A daily multisensory phonic session in the Literacy lessons and regular practising of the High Frequency Words.
- Cued Articulation to support phonics teaching in the Primary.
- Children’s reading and phonics progress is tracked carefully and monitored using our Phonic Tracker (termly) as well as the STEPS assessment.
- Speech and Language therapists input into the Literacy S.O.W e.g. shape coding to teach grammar/syntax in a visual and multisensory way.
- Occupational therapy approach to teaching of handwriting.
- Activities that promote the connection between reading and spelling e.g. word building, manipulating of letters, games.
- Whole school ethos in promoting self—esteem and positive behaviour through positive reinforcement, verbal praise, rewards e.t.c

- Staff awareness of language modification appropriate to children with language and communication difficulties.
- Teacher/therapist awareness of different learning styles and use of practical, hands-on, first hand-experience and multi-sensory teaching activities and strategies for learning.
- Teaching of touch-typing skills, use of the computer/laptops and appropriate software/assistive technologies.
- Differentiation/personalisation in the lessons.
- Key vocabulary in classroom for reinforcement using mind maps (phonology/semantic approach)
- Teacher/therapist awareness of the need for revisiting, reinforcement and consolidation and opportunities for 'over-learning' in lessons of language and concepts in learning and memory.
- Teacher/therapist awareness and use of a range of alternative mediums for written work e.g. drawings, diagrams, drama, 3D modelling, oral work e.t.c.
- The teacher/therapists awareness and use of appropriate resources and modification of worksheets e.g. text, font type (Arial, Verdana, Helvetica, Comic Sans), size (not less than 12pt), spacing (between words and lines), layout, pictures, bullet points, large writing spaces, enlargement of worksheets...
- Paired reading.

- A Reading Coordinator who oversees reading takes place in school and home, motivates and encourages pupils to read using badges/rewards/reading trophies and whom supports children, staff and parents with supporting children's reading.
- Accessible libraries of books with many books of high-interest low reading ability as well as a wide range of picture books.
- Access to audio books and audio streaming.
- Marking is visual and simplified and supported with verbal interpretation. Marking focuses on content and effort rather than spelling although appropriate spelling errors may be corrected (a maximum of 3 per piece of work, see Marking Policy).
- Teaching of Study Skills in collaboration with the SLT Team, including to P16.
- Support with revision in school.
- Direct teaching of memory strategies e.g. mnemonics
- Synthetic Phonics reading schemes for primary and older learners.
- Use of vocabulary/spelling books/directories.
- Schemes of Work offer opportunities for consolidating and revisiting previous topics while being cumulative and demonstrating progression.

7. **Assessment**

Diagnostic assessments identify a pupil's specific strengths and weaknesses and inform the individual learning programme aimed at targeting the pupil's needs in order of priority. The tests used are for the benefit of identifying the pupils' needs and therefore it may not be necessary to always use standardised, formal assessment/s. Other assessments that are utilised are as follows:

- Teacher's notes: on-going assessment daily/weekly-formative
- Filling in of the SpLD Progress Tracker Document by SpLD teachers which is reviewed by the Dyslexia Coordinator
- Filling in of the Phonics Progress Tracker Document termly by literacy teachers which is reviewed by the Dyslexia Coordinator and English Coordinators.
- STEPS assessment – summative.
- Standardised testing, baseline assessments and the annual reviews- summative
- LASS/LUCID screeners.
- Up to date age appropriate assessments used by staff.
- Training for staff on assessments provided.
- Advice given as and when necessary regarding input with the school's curriculum assessment system – SAS – which ascertains levels and captures progression across the curriculum

8. Access Arrangements for Examinations.

The school currently does not offer SATs as these exams have been trialled and found to be inappropriate for our pupils. We offer a range of qualifications including GCSEs, Functional Skills, ELCs, Work Skills, ASDAN/COPE etc.

All pupils are assessed in Year 9 using a battery of suitable tests approved by the JCQ (Joint Council for Qualifications) regardless of diagnosis to gather information about whether they will be entitled to any access arrangements and if so, which ones.

Equality Act (2010)

Blossom House seeks to comply with the Equality Act 2010 and fully support disabled candidates throughout the examination process, particularly when taking examinations.

The Dyslexia co-ordinator is responsible for:

- Carrying out assessments and applying for access arrangements.
- For liaising with relevant staff in the decision making process on the most suitable access arrangements for each pupil.
- Ensuring all procedures followed in the process adhere to the most current rules and regulation set out by the JCQ *“Adjustments for candidates with disabilities and learning difficulties; Access Arrangements and Reasonable Adjustments.”*
- Liaising with the Exams Officer and exam subject teachers in the implementation of access arrangements not just for final examinations but also controlled assessments, mock examinations and coursework.
- Ensuring all the evidence is gathered and supports each pupil’s access arrangements applied for and is kept on file for inspection by the JCQ.

- Meeting deadlines set for applying for access arrangements to the various exam boards.
- For keeping up to date by attending the annual refresher training courses and keeping abreast of any changes and ensuring relevant staff are made aware.
- Keeping pupils' access arrangements paperwork up to date.
- Re-testing and reapplying where necessary for expired access arrangements.
- Training and awareness of access arrangements for staff and parents.
- Pupil's input into the decision making is taken into account when deciding on which arrangements to apply for.
- That pupils understand their access arrangements and use them and that they form part of their normal way of working.
- Liaising with other Further Education establishments regarding pupils' access arrangements and passing on relevant information with pupil/parent consent.
- On-going-monitoring of children's needs continues and any adjustments may be made as necessary. Once, the final list is approved by the boards then the children and their parents/carers are notified.
- Training in explaining the access arrangements is offered to both pupils and parents as well as provided to the relevant members of staff.

- It should be noted that the special arrangements made for a particular examination may not necessarily need to be made for all.
- A diagnosis of dyslexia does not automatically entitle a student to access arrangements- they will be assessed on a needs basis.

Full details and advice may be taken from the guidance published by the Joint Council for general qualifications and PATOSS - a practical guide.

9. Success Criteria

- Pupils access the input well and make progress according to their individual starting points (baseline assessments) and learning targets in their individual programmes.
- Pupils make progress in various aspects of literacy and maths throughout the curriculum (measured by STEPS assessment Expected or Better than Expected Progress, see Assessment Policy).
- They show improvement in the areas of confidence and self-esteem.
- Pupils formal and informal assessments show progress in the areas of weakness targeted.
- Pupils transfer skills into the classroom (observations recorded on the SpLD Tracker).
- Pupil voice input shows qualitative positive improvement.

10. Monitoring Review and Development

- Pupil's individual progress with regard to their individualised learning programmes will be reviewed during the block of input informally and after the block has finished .The Dyslexia co-ordinator is involved in the reviewing of the effectiveness of the intervention.

- A record of baseline scores and post-intervention scores are kept on all pupils receiving 1:1 input via the SpLD Progress Tacker document. These are reviewed at the end of each child's block of SpLD input and collated and analysed. These results show that pupils have made progress and accessed the input effectively. This data is shared with SMT termly.
- Impact of SpLD provision is monitored and overseen by the Dyslexia co-ordinator using the SpLD Tracker standardised assessment and STEPS assessment.
- The SpLD Action Plan is reviewed Termly by the SpLD Coordinator.
- The SpLD policy is reviewed annually by the SpLD Coordinator.

11. End note

Any further issues, concerns or ideas will be welcomed, discussed and accommodated where possible. Please see the Dyslexia co-ordinator for assistance.

12. Further Information

For further information or advice please contact:

British Dyslexia Association

- www.bda-dyslexia.org.uk
- www.jcq.org.uk JCQ (The Joint Council for Qualifications)
- www.dfes.gov.uk Department for Education and Skills

- www.patoss-dyslexia.org online magazine
- www.ioo.org.uk The Institute of Optometry
- www.dyslexic.com
- www.iansyst.co.uk (SpLD software)

13.SpLD Year Work Overview- Crested renewal every 3 years- next due

Feb 2019

Term	Training	Assessment	Interventions	Admin
Autumn	Induction Dyslexia Training (40 mins) - Dyslexia/Visual stress- all new staff Dyslexia /Visual Stress Awareness	Year 1, 2 & 3 Phonic screening/data collection (phonic passports)	Touch typing all Year 7s and any new pupils to the school.	Data Collection- termly update (inform SMT) Phonic progress data and SpLD 1:1 data – use to inform SpLD

	<p>Training (40 mins)- all staff</p> <p>Dyslexia strategies/support Training (1 hour each phase) - primary, secondary & 16</p> <p>Access Arrangements- (1 hour) Training for Year 9, 10, 11, 12, 13, 14 staff.</p> <p>Assistive Technology (1 hour+) Training: Clicker, Readwrite Gold</p> <p>Cued Articulation and Phonics Training (30 mins) - literacy and 1:1 SpLD teachers.</p>	<p>Screening on Lucid: all Years 7 and 12 pupils. This is used to inform literacy levels on entry to secondary and Post 16 and inform assistive tech and access arrangements.</p> <p>Access arrangements assessments for all Year 12 and Year 13 and 14 pupils.</p> <p>Ongoing Assessments for 1:1s, diagnostic assessments, access arrangements assessments, annual reviews/baseline assessments for new pupils, visual stress assessments,</p>	<p>Assistive Tech training (pupils & staff):</p> <p>Primary Clicker 7 ReadWrite Gold Year 7-Post 16 Dragon Training (1:1 basis)</p> <p>Ongoing 1:1 literacy and maths, Precision Teaching, Study skills, Dynamo, Lexia,</p> <p>Understanding and using my access arrangements training for pupils (in Study Skills lessons)</p>	<p>referrals and improve teaching.</p> <p>All access arrangements applied for, paperwork/updates done and evidence folders compiled for Years 9, 12 and 13 and 14 (by end of Autumn Term)</p> <p>Check all assessments and planning is done and saved in shared files</p> <p>Regular and weekly SpLD and Literacy meetings.</p> <p>Review & update SpLD Policy & SpLD Action Plan & WP in exams Policy</p>
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		dyscalculia/maths assessments on a needs basis.		
Spring	<p>TBA</p> <p>On a needs basis: further assistive technologies training</p> <p>Access Arrangements : training on acting as readers, scribes in exams etc, invigilator training</p>	<p>Update Year 1, 2 & 3 Phonic screening/data collection (phonic passports)</p> <p>Snapshot of data taken</p> <p>Screening on Lucid: all Year 9 pupils for access arrangements.</p> <p>Ongoing</p> <p>Assessments for 1:1s, diagnostic assessments, access arrangements assessments, annual reviews/baseline assessments for new pupils, visual stress assessments, dyscalculia/maths</p>	<p>Touch typing all Year 7s and any new pupils to the school.</p> <p>Ongoing</p> <p>1:1 literacy and maths, Precision Teaching, Study skills, Dynamo, Lexia</p>	<p>Data Collection- termly update (inform SMT)</p> <p>Phonic progress data and SpLD 1:1 data – use to inform SpLD referrals and improve teaching.</p> <p>Check all assessments and planning is done and saved in shared files</p> <p>Observations of SpLD team and 1:1 teachers</p> <p>Review & update SpLD Action Plan</p>

		assessments on a needs basis.		
Summer	TBA On a needs basis: further assistive technologies training	Update Year 1, 2 & 3 Phonic screening/data collection (phonic passports) Snapshot of data taken Access arrangements testing for all Year 9 pupils (to be completed by the end of the summer term). Ongoing Assessments for 1:1s, diagnostic assessments, access arrangements assessments, annual reviews/baseline assessments for new pupils, visual stress assessments, dyscalculia/maths	Ongoing 1:1 literacy and maths, Precision Teaching, Study skills, Dynamo, Lexia	Data Collection- termly update (inform SMT) Check all assessments and planning is done and saved in shared files Phonic progress data and SpLD 1:1 data – use to inform SpLD referrals and improve teaching. Review SpLD Budget and plan new spending Review & update SpLD Action Plan

		assessments on a needs basis.		
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