

The Belham Primary School

INCLUSION(SEN) POLICY SEN Information Report

Including 'The School Local Offer'



Reviewed February 2022, pending full review September 2022

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Inclusion/SEN Policy

Compliance with legislation

This policy is a statement of the arrangements for Inclusion at the The Belham Primary School. It has been written in response to the Special Educational Needs Code of Practice (effective from 2014), the Special Educational Needs and Disability Act, and the National Curriculum 2014.

The SEND Code of Practice: 0 to 25 Years is the statutory guidance that organisations in England, including the The Belham Primary School, have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations. Education, Health and Care Plans for 0-25-year-olds (EHCP) have replaced Special Educational Needs Statements and learning difficulty assessments, and will set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.

More specific information is contained in the Inclusion Guidelines and the Local Offer.

Aims and objectives

As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards. We are an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups of children within our school:

- Minority ethnic and faith groups
- Children in receipt of Pupil Premium
- Children with SEN
- Girls/boys
- Looked After children
- Children with medical needs
- Children who need support to learn English as an additional language
- Children who have physical disabilities
- Gifted and talented children
- Children who are at risk of disaffection or exclusion

We aim:

- to include all pupils in all aspects of school life and to give pupils a voice in their own education;
- to work together with parents and carers and to fully involve them in their child's education;
- to work together with all partners in the education of the young person;
- to continue to raise staff awareness of inclusion by ongoing staff development;
- to maximize the learning potential of all pupils and raise educational attainment for all;
- to promote the personal, social, moral and cultural development of all children;
- to recognise and celebrate the progress and achievements that all members of the educational community make;
- to develop inclusive practices throughout the educational community and to promote equality of access and opportunity for all learners;
- to ensure that resources for SEN are closely matched to need;
- to seek to continuously monitor and evaluate the success of our policy and practice;

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

At The Belham Primary School we provide education for all pupils through a variety of access strategies, including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity.

When planning their work, teachers take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. When necessary we also

support learning through appropriate external specialists. In such cases, staff work closely with these agencies to support the child.

Teachers ensure that children:

- feel secure and know their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious background;
- are taught in groupings that allow them to all experience success;

- use materials that reflect a range of social and cultural backgrounds without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully with appropriate regard to disabilities or medical needs;
- work in partnership with parents and carers.

Monitoring, evaluation and review

In order to determine the effectiveness of this Policy, it is necessary to monitor and evaluate its impact. This will be achieved by the Headteacher and the Inclusion Manager who will monitor and evaluate the effectiveness of the Inclusion Policy by:

- curriculum health checks;
- monitoring and analysing of data to ensure individual pupils are meeting their targets;
- consultations with parents/carers and pupils;
- writing Pupil Profiles including the setting and evaluation of targets;
- monitoring of behavioural, racial, homophobic, biphobic and transphobic and bullying incidents;
- monitoring of absence and lateness data.

Working with the local authority

All local authorities must provide children and young people with special educational needs and/or disabilities, and their parents/carers, with information and advice about these matters

and social care. This support should be provided through an information, advice and support service which should be impartial, confidential and accessible. The local authority 'must take steps to make these services known to children, their parents and young people'. Local authorities are to publish a 'Local Offer' <http://localoffer.southwark.gov.uk> showing the support available to all children and young people (aged 0-25) with special educational needs and disabilities in the area. This will mean greater transparency so that children, young people and families will know what help they can get.

Our Inclusion and SEND policy is to work actively to support the improved cooperation between local authorities and health services, to ensure education, health and care services for children and young people with special educational needs and disabilities are jointly planned and commissioned.

The Belham Primary School will publish information about what support we can provide for children and young people (aged 4 - 11) with special educational needs and disabilities, otherwise known as the 'School Offer'. Children and young people with an Education, Health and Care Plan have a legal right to express a preference for state academies and free schools, and therefore can express a preference for The Belham Primary School, and it is vital that parents are fully informed of what our 'School Offer' is.

We will comply with our duties under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We will comply with our wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff SEND Code of Practice [Ch6.36]

The SEND Code of Practice [Ch6.16] also states that 'schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.'

We will publish clearly written information outlining teachers and teaching assistants with specialist training, skills and qualifications to support SEND, and the use of specialist services for Speech and Language, Educational Psychology and CAMHS.

- The school will ensure that teachers deliver a 'graduated approach' using an appropriate and effective system and monitoring programme suited to the individual child's needs and reviewed termly. The 'graduated approach' and 'Quality First'

teaching will be classed as Universal, Targeted or Specialist depending on the child's need.

- We will consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- We will make use of a range of information and associated training on appropriate interventions for pupils with specific learning difficulties

All professionals at The Belham Primary School, under the leadership of the Inclusion Manager, will listen to parents' concerns about their child's development. They will also listen to and address any concerns raised by children and young people themselves.

'The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'. The SEND Code of Practice [Ch6.27]

Universal provision

This is our generalised support and will include:

- 'Quality First' teaching which develops children's speaking and listening skills and phonological awareness;
- teachers who understand the process of learning, and can adapt their teaching according to different children's learning needs;
- support of the whole school ethos which respects individuals' differences and promotes good communication between teachers, parents and pupils;
- access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

Where pupils make less than expected progress given their age and individual circumstances, despite responding with high quality teaching aimed at their areas of weakness, the class teacher, working with the Inclusion Manager, will assess whether the pupil has special educational needs.

Targeted support

Staff will use targeted interventions in small groupings, paired or 1:1 scenarios according to need and available resources.

Specialist support

Provision for children with special educational needs will usually be provided through our core budget and notional special educational needs budget. An extra amount of money, in addition to the general core budget, is given to the school to help with special educational needs provision. It is called the 'notional' SEN budget and the Belham Primary School has the freedom to decide how best to spend this money to meet the needs of all our special educational needs children. **The school's delegated SEN funding (i.e. the notional SEN budget referred to above) is £56,195.33 (figure taken from General Annual Grant Statement 2021/22).**

The Belham Primary School
Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)
The School Offer

The Belham Primary School Vision

'A school at the heart of the community, offering outstanding learning within a glittering curriculum where everyone matters'

The Belham Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies and according to resourcing/funding available to the school. It is designed to promote pupils working towards becoming independent and resilient learners.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Is responsible for:

- adapting and refining the curriculum to respond to strengths and needs of all pupils;
- monitoring the progress of your child and identifying, planning and delivering additional in class support;
- contributing to Pupil Profiles to prioritise and focus on the next steps required for your child to improve learning;
- Updating class Provision Maps
- applying the school's Inclusion Policy.

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCo/Inclusion Manager.

Inclusion Manager
(Special
Educational Needs
Coordinator):

Ms Sharon
Baxendale

Is responsible for:

- coordinating provision for children with additional needs;
- developing, implementing and monitoring the school's Inclusion and SEND policies liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties;
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Ensuring that parents are:

- involved in supporting their child's learning and access;
- kept informed about the range and level of support offered to their child;
- included in reviewing how their child is doing;
- consulted about planning successful movement (transition) to a new class or school;

This additional support may be documented in a Provision Map, in a Pupil Profile, a Pupil Support Agreement or a Behaviour Support Plan.

In consultation with the Inclusion Manager, class teacher and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address, and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning in order to support transition to adulthood.

Regular meetings are held to discuss progress. Some reviews may be more formal where parents, relevant external agencies and, when appropriate, pupils are invited and their contribution valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.

If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the LA's Local Offer <http://localoffer.southwark.gov.uk/>.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Manager will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school or local authority can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions) How will teaching be adapted to meet the needs of my child?

We plan, deliver and monitor 'Quality First' teaching <http://my.optimus-education.com/what-dowe-really-mean-quality-first-teaching> . Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Planning takes into account individual pupil's needs. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all. This will also include extension activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. For the same reason (and to support children in being able to relate to a range of adults) Teaching Assistants assigned to individual pupils are likely to change year on year. Some interventions may change as needs are identified.

Best practice indicates that teaching assistants should be used to facilitate and support the pupil towards a model of independent learning and should never be used as simply the child's 'extra helper'.

As a school we operate according to best practice allocation of teaching assistants in the classroom. We are fully conversant with the findings of the Deployment and Impact of Support Staff (DISS) project and subsequent work by Peter Blatchford et al. Effective support and provision for a child with special educational needs may take the form of, for example, pre-prepared differentiated resources, visual prompts to support a child through a task independently, direct support from the class teacher or teaching assistant on a one-to-one basis, or the provision of guidance necessary for a pair or small group of children to collaborate on a task. We constantly make reference to our aim to support children to become independent learners.

Intervention

Where pupils are meeting National Curriculum expectations and making good progress, they are likely to receive support via Quality First teaching and in-class differentiation. Priority will be given, according to available resources/budget, and to those pupils who are not on track in terms of National Curriculum attainment or who are not making satisfactory progress.

Priority for specialist dyslexia input will be given to those pupils with the lowest standard scores in spelling, processing and working memory tests. For those pupils who are making expected progress and/or who have scores within the average range (SS85 and above), it is highly likely that they will receive support via Quality First teaching and in-class differentiation.

The below is a list of **possible** provision/intervention – to be implemented in accordance with individual need and in consideration of the needs of other learners and of resourcing/budgetary constraints.

Access to learning and the curriculum

Access to learning support staff:

- In all year groups
- Regular small group intervention programmes
- Learning support groups
- Intensive programmes for key literacy and numeracy skills
- Appropriate training for staff to meet children's needs

Strategies to support speech and language:

- Advice from Speech and Language Therapist disseminated to and followed by teaching staff
- Social communication intervention groups

- Support staff to attend Speech and Language appointments when possible
- Specific differentiation or modification of resources

Strategies to support and develop literacy, including reading:

- Guided reading programmes in class
- Regular teaching of phonics in class
- Phonic catch-up programmes - e.g. Toe by Toe, Alpha to Omega
- Small group intervention programmes
- Access to a specialist dyslexia teacher offering advice to both staff and parents
- Volunteer Parent readers

Strategies to support and develop numeracy:

- Small group intervention programmes
- Use of ICT programmes to reinforce strategies
- Additional Maths teaching in selected years
- Use of iPads to support pupils with memory/retention difficulty

Provision to support access to the curriculum:

- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources
- Social skills groups
- Mentoring/target setting
- Liaison with parents

Strategies and support to develop independent learning:

- Mentoring by support or teaching staff
- Differentiated activities
- Extension activities for literacy, numeracy and science
- Pupil conferencing
- Visual timetables for individual and class

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Small group programmes including social skills groupings, Lego and games clubs
- Lunchtime clubs
- Mentoring
- Regular celebration of success opportunities
- Talking and Drawing Therapy
- Head First Programme
- Additional staff (learning mentors, play leaders) deployed at lunchtimes to facilitate social interaction

Strategies used to reduce anxiety and promote emotional wellbeing (including communication with parents):

- Transition support events including a tailored programme of induction days and events
- Social skills groups
- Photo stories, especially for transition
- Social stories
- Regular contact and liaison with parents via class assemblies, open classrooms, open evenings, tell us about your child meetings and transition meetings
- Parent Teacher Association (Friends of Belham)

Strategies used to support behaviour:

- School sanctions and reward system as set out in the school's Behaviour Policy
- Pastoral support plans
- Contact books
- Mentoring
- Talking and Drawing Therapy
- Additional staff (learning mentors, play leaders) deployed at lunchtimes to facilitate social interaction

Support at unstructured times of the day:

- Lunchtime clubs
- Zoned playground areas to provide staff-led organised games, staff-led social skills group and Lego/games club
- Pupil Play leaders
- Trained staff supervising during breaks and lunchtimes

Planning, assessment, evaluation and next steps:

- Regular reviews with parents
- Pupil progress reviews
- Pupil Profiles for pupils who have specific targets from other agencies
- Differentiated lessons and homework
- Provision Mapping

Accessibility -

- Advice from professionals disseminated and followed, in accordance with available budget and needs of all pupils
- Use of recommended, necessary equipment
- Exam arrangements e.g. modified print, extra time
- Implementation, in conjunction with parents, of OT and physio advised programmes.
- Access to modified equipment and ICT and digital technology:
- Specialist equipment as necessary on an individual basis
- Software to support learning
- Laptop and tablets, provided by the school, as appropriate to age, need and availability

How accessible is our school?

Classrooms are spread over three floors.

There is one lift which goes to all floors. The lift is suitable for three adults or one adult and one wheelchair user.

There is a disabled access toilet on each floor.

The school environment has been adapted with advice from Southwark's Visual Impairment team.

Note – there is no onsite parking and Controlled Parking Zones are being introduced in the local area.

Partnerships with External Agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology (Matthew Hart)
- Speech and Language Therapist (Sarah Buckley Therapies)
- Southwark Visual Impairment Team
- Southwark Hearing Impairment Team
- Occupational and Physio therapy
- Community Mental Health Services (CAMHS)
- Educational Welfare

Access to Medical Interventions:

- Use of individualised care plans
- First aiders
- Referrals to paediatrician
- Referrals to CAMHS
- Access to whole staff training where necessary via school nurse

Communication with Professionals and Parents:

- Regular meetings as required
- Appointments available with Inclusion Manager
- Referrals to outside agencies as necessary, parents are informed at all times
- Referrals to Speech and Language Service for specific individual needs
- Sensory support, Educational Psychologist, school nurse, all attend school at regular intervals to see specific pupils
- Voluntary agencies

Agency Involvement

Inclusion Support Service

- Educational Psychology
- Social Communication Team (at Sunshine House)
- Speech and Language Therapy
- School Nurse
- Occupational / Physiotherapy
- Paediatric Services
- Southwark Visual Impairment Team
- Southwark Hearing Impairment Team
- Educational Welfare
- Multi Agency Safeguarding Hubs
- Autism Support
- CAMHS (Child and Adolescent Mental Health Service)

<ul style="list-style-type: none"> • Southwark Information, Advice and Support Team (SIAS) 	<p>SIAS offer parents support, training and advice on topics including:</p> <p>special educational needs communicating with schools and other agencies transition from nursery to primary school transition from primary to secondary school advice for all parents on applying for a school place age 16 plus education and career choices how to request for an education, health and care plan helping parents and young people understand tribunals support parents, carers and young people complete an appeals process attend school meetings</p> <p>SEND exclusions</p> <p>This service is free to all parents, carers and young people who live in Southwark and parents who have children attending schools in Southwark. Tel: 020 7525 3104 sias@southwark.gov.uk</p>
<ul style="list-style-type: none"> • Local Authority SEN 	<p>http://localoffer.southwark.gov.uk/</p>

Transition

How will the school help my child move to a new class or to a different school?

When moving to another school:

We will contact the School SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

When moving classes in school:

An information sharing meeting will take place between new and old class teachers. Opportunities to visit the new class and social stories about change may be used.

Transition in to Reception

We aim to visit the main feeder nurseries. We gather information from parents. All known pertinent information is shared with the Reception Team prior to the child starting at The Belham.

Where a child with diagnosed additional needs is transferring to The Belham will visit the child in their current setting and attend a multi-disciplinary meeting (which must include parents), to be organised by the child's current setting, to facilitate transition and ensure the transfer of information,

Year 6-7 transition

Provision of learning mentor to work with pupils on transition. Facilitation of additional transition visits. Follow-up visits available as necessary, to secondary school in Autumn term of Year 7 for pupils with EHCPs.

In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include extra visits to the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN, for example training in dyslexic-friendly classrooms, the use of Social Stories, and Talking and Drawing Therapy.

The school also seeks advice and guidance from local advisers to evaluate and develop provision for pupils who have the most complex needs.

We have staff in school with specialised expertise and qualifications, including specialist dyslexic teacher training, reading therapy, advanced diploma in special educational needs, working with children with language and communication difficulties, play therapy, talking and drawing therapy.

Who do I talk to if I am unhappy with my child's support or progress?

- Class teacher
- Phase Leader
- Inclusion Manager – ring office to make an appointment or email sbaxendale.210@lgflmail.org
- Headteacher

Further information about support and services for pupils and their families can be found in:

- The Local Authority Local Offer <http://localoffer.southwark.gov.uk/>
- Southwark Parent Partnership <https://www.southwark.gov.uk/schools-and-education/information-for-parents/southwark-information-advice-and-support-team-sias>
- The DfE Code of Practice

Specific Learning Difficulty (SpLD) Dyslexia – Assessment and Intervention.

The School has adopted the **definition of dyslexia** given in:

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties.

An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families

June 2009

DCSF 00659 2009

‘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’

Good Classroom Practice (Guidance from the school educational psychologist)

Children work to short, chunked tasks

Classroom staff will check in with children that they have understood the task and will provide additional instructions or visual supports as necessary

Children are told that they are going to be asked a question in a minute to prompt their attention and not put them on the spot

Writing tasks are “warmed up” creatively via for eg, drawing, acting, speaking, mind mapping

Children are not expected to copy down chunks of information.

Children are not expected to read out loud

Children may be given additional time to complete tasks

Helpdesk and support information (eg sheets showing letter formations) are available

Generally children with SPLd are seated at the front of the class

Laptops are made available if necessary for longer pieces of writing.

Children are supported in planning their work and in working systematically through a plan.

Feurestein's Mediated learning Approach is used, encouraging the child to take responsibility for thinking and raising awareness of the strategies they use to problem solve

Questions such as;

What are you expected to do here?

How are you going to do that?

Have you got all the information you need?

How did you do it last time?

What will you do next?

How can you check your answer?

Is there another way of doing it?

Additional Support and Intervention

Prior to Year 3, children identified via the school's assessment and monitoring system as not yet meeting National Expectations will receive additional phonic interventions.

Year 3

Pupils will have their reading age assessed using the Salford Sentence Reading test, the school also carefully considers the pupils prior attainment and any information provided by parents and/or the previous school to determine whether or not some pupils require a more in depth phonological assessment (using CTOPP).

Intervention

As a result of the above some pupils will receive targeted 1:1 reading/phonics support. Some of the pupils will be placed on a reading scheme.

Pupils receiving the above intervention will be reassessed using Salford at the end of the year (and possibly again in Year 4) to be able to quantify progress.

Beyond Year 3

Screening.

We will screen

- Spelling for all pupils in Year 4
- pupils new to the school
- pupils about whom parents/carers or teaching staff have expressed concerns.

Tests administered.

We will use

- The Vernon Graded Word Spelling Test – a test of the pupil's ability to spell accurately which provides standardised scores, percentiles and spelling ages enabling the school to assess and compare progress in spelling
- And dependent upon the outcome of the Vernon – CTOPP to further explore working memory and processing
- The Weschler Individual Achievement Test (Second Edition).The Digit Memory Test which investigate verbal memory difficulties in children's learning.

Possible outcomes and future actions (at any point from Year 3 onwards).

Testing will result in Standardised scores and percentiles.

- 1.) For pupils scoring in the average or above average range (Standard score of 85 or above) who are meeting national expectations (in terms of National Curriculum attainment) there will be no further action. These pupils will continue to have their progress monitored as per the school's usual assessment and monitoring processes.
- 2.) Pupils who score in the below average range (Standard score of below 85) will be referred for further assessment of their reading (comprehension and decoding) using the Diagnostic Reading Assessment (DRA) and their phonological processing ability using the Comprehensive Test of Phonological Processing (CTOPP) which assesses different aspects of processing sounds in spoken language (phonological processing).
- 3.) In some instances where the outcome of the test results is less clear the school may propose another response e.g. to retest later in the year.

- 4.) In Years 5 or 6 where a history of Specific Learning Difficulty has been indicated the school will ask that the Educational Psychologist to review assessments undertaken in school and provide any necessary further assessment

Intervention Programmes available

Toe by Toe – Year 3 (can continue into Years 4 and 5 in cases of profound need)

Alpha to Omega – Years 4, 5, 6

Specialist dyslexia input on 1:1 basis, Years 4, 5, 6 – pupils with a number of standard scores below SS70 and then below SS85

Auditory processing and memory – All years

Speed up handwriting programme – All years

Self esteem; introduction to own intelligences 1:1 years 4 5 and 6

Reading Comprehension intervention group – Years 4, 5, 6

Planning to write intervention group Years 4, 5, 6

Criteria for intervention and support

NB resources are finite and need will be determined on a parity basis with priority given to those pupils with standard scores below SS70 (in working memory, processing **and** spelling assessments) and then those pupils with standard scores below SS85 (in working memory, processing and spelling assessments). Where a number of pupils have scores below SS85 priority will be given to those with more scores below SS85.

Scores of below SS85 may result in some pupils receiving 1:1 support via a specialist dyslexia person and others being placed on the Alpha to Omega reading/spelling/memory intervention programme.

Priority for specialist dyslexia input will be given to those pupils with the lowest standard scores in spelling, processing and working memory tests.

It is highly **likely** that pupils with **scores in the average range** (SS 85) and above will

receive support via **Quality First teaching and in class differentiation.**

Where pupils are meeting national expectations and making good progress they are likely to

receive support via Quality First teaching and in class differentiation