



THE MANOR PREPARATORY SCHOOL

**LEARNING SUPPORT
POLICY
(Whole School Policy
including EYFS)**

LEARNING SUPPORT POLICY (Whole School Policy including EYFS)

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1. DEFINITION OF SPECIAL NEEDS

Pupils are identified with a learning difficulty as defined in the Special Educational Needs Code of Practice 2001 if they:-

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

The School recognises its responsibilities under the Special Educational Needs and Disability Act (SENDA).

2. AIMS AND OBJECTIVES

Every Child Matters

The school aims for all pupils to have the opportunity to learn and make progress, including those with Special Educational Needs and for whom English is an additional language.

In line with Every Child Matters 2006 we recognise that irrespective of background and circumstance all pupils have the right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This includes children to be:-

- Mentally and emotionally healthy
- Safe from bullying and discrimination
- Attend and enjoy school
- Achieve stretching national educational standards
- Achieve personal and social development and enjoy recreation
- Develop self confidence
- Engage in positive behaviour in school

Provision of Pupils with SEN Statements

If The Manor accepts a child with a Statement of Special Educational Needs, it is our policy to provide the child with an effective education. (There may be a financial charge to parents.)

Early Years Provision for Special Educational Needs

In the Early Years we follow the guidelines specified in the Oxfordshire 'Special Educational Needs Handbook for Early Years Settings and Services' (2003), a copy of which is appended to this policy. (Please see Appendix 20).

IEPs

It is our policy to provide Individual Education Plans (IEPs) for any Pupil at Stage 2: School Action.

English as an Additional Language (EAL)

If we accept a child for whom English is an additional Language, it is our policy to provide the child with additional support to be able to fully access the curriculum until they become significantly competent in English.

Accessibility

The School aims to make all reasonable adjustments to allow access to the school and its curriculum for all pupils who can benefit from the education and opportunities provided.

- We aim for all children to progress through the school in a caring, secure environment.
- We aim for all children to maximise their potential and to engender in them a feeling of self-worth and pride in their work.
- We aim to recognise individual children's strengths and weaknesses and encourage them towards using effective learning strategies.
- We aim to encourage all children to make their own contribution to the family of the school, and to feel a valuable member of its community.

We are committed to equal opportunities and we employ a range of strategies to achieve this including:

- Early identification and assessment of individual needs
- Providing the right level of support to match the pupil's level of need
- Designing individual programmes
- Ensuring that all pupils have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- Setting high but realistic learning challenges in the classroom
- To review pupils' progress on a regular basis

- Advising and working with all colleagues in the school community
- Liaising with external agencies
- Working in partnership with parents
- To endeavour to ensure that each child with SEN progresses to a suitable school where his/her current needs will be met.
- To provide regular INSETs both for the SEN Staff and the mainstream teaching staff.

3. RESPONSIBILITIES

Everyone in the school community - governors, staff, pupils and parents - has a positive and active part to play in achieving the aims of this policy:-

- **Governors:-** by overseeing the implementation of the school's Special Educational Needs Policy; by electing one Governor to take a particular responsibility for the provision of Special Needs within the school.
- **Staff:-** by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils by working in partnership with the Learning Support Manager, SENCOs, Learning Support Teachers, SEN pupils, parents, and other agencies; and by participating in appropriate training.

(a) Headmaster

The Headmaster:-

- has overall responsibility for management of the SEN policy and for keeping the governors informed about SEN issues.
- liaises with the LEA, and is informed when it concludes that a pupil at the school has special educational needs requiring a "statement".
- is responsible for ensuring that all appropriate parties are fully informed about SEN pupils' needs.
- liaises closely with Learning Support Manager and SENCOs/Learning Support Teachers to ensure that this happens.

(b) Special Educational Needs Co-ordinators (SENCO)

See SENCO job descriptions (Appendix 14)

(c) Class and Subject Teachers

- The Class and Subject Teachers help to identify a pupil who has special educational needs and monitors and assesses that pupil's progress.
- Work in partnership with the relevant Learning Support Teacher.
- Liaise with the Learning Support Teacher about each SEN pupil's Individual Education Plan (IEP).
- **Pupils:-** by having their views about their own needs regularly sought and carefully considered; and by all pupils treating their peers with respect, in accordance with the school's Equal Opportunities Policy.
- **Parents:-** by working in partnership with the school to help meet their child's needs.

4. LEARNING SUPPORT DEPARTMENT

1) Learning Support Department Staff

There are four Learning Support Teachers in the Department with four Learning Support Assistants.

Mrs Diana Gottfried, OCR Cert SpLD, RSA Dip (Bus) is the Learning Support Manager and Learning Support Teacher working with pupils in the Prep Department. (Full time)

Mrs Sue Lucas BA (Hons) Southampton, PGCE, Dip SpLd is the Learning Support teacher working with children in Pre-Prep and is the designated Pre-Prep (Early Years) SENCO. (Part-time)

Mrs Elizabeth Moynagh CertEd London, Post-Graduate Diploma in Special Needs (RSA) is the Learning Support Teacher working with children in the Prep Department, Year 5 and 6, and is the designated Prep SENCO, Year 3 to Year 6. (Part-time)

Mrs Sarah Heyworth, BEd (Hons) Goldsmiths College, PG Cert (Literacy difficulties) Oxford Brookes is the Learning Support Teacher working with pupils in the Prep Department. (Part-time)

Mrs Jane Tracey BA Ed (+QTS) Warwick, Learning Support Assistant working in-class with pupils in Prep Department. (Part-time)

Mrs Jane John BA (Hons) Council for National Academic Awards, Experienced Learning Support Assistant working in-class with pupils in Pre-Prep and Prep Department. (Part-time)

Ms Sara Hornby BA (Hons) London University, Experienced Learning Support Assistant working in-class with pupils in Prep Department. (Part-time)

Mrs Sara Organ, Experienced Learning Support Assistant working with a pupil in Reception (Part-time).

Gifted and Able Children are under the responsibility of:
The Gifted and Able Co-ordinator Miss Georgina Ellard, BA Ed + QTS Durham (Full Time).

2) The Learning Support Consultation Group

A Special Needs Consultation group meets every term to review the needs of individual children and general update on the working of the Learning Support Department.

The specific areas represented are as follows:-

Physical Needs	School Nurse	Mrs S Horrox
Physical Needs	Director of Sport	Mrs A O'Rourke
Learning Support	Teacher/Manager	Mrs D Gottfried
Learning Support	Teacher SENCO	Mrs S Lucas
	Pre-Prep	
Learning Support	Teacher SENCO	Mrs E Moynagh
	Prep	
Learning Support	Teacher	Mrs S Heyworth
Learning Extension	Gifted and Able	Miss G Ellard
	Co-ordinator	
Child Protection	Headmaster	Mr P Heyworth
Designated Contact		
Pastoral	Early Years	Mrs P McConnell (Head of Early Years)
	Pre-Prep	Miss C Porter (Head of Pre-Prep)
	Prep	Mrs A Stokes (Deputy Head)
Music	Director of Music	Mrs S Glaisher
SEN Governor		Mrs A Eccles

Invited to attend as appropriate:

Head of English	Mr R King
Head of Maths	Miss J Burns
Head of Science	Mrs L Price
Y5/Y6 Maths Coordinator	Mr I Staton

3) Contact with Staff

The Learning Support Department has responsibility for the day-to-day management of Learning Support within the school, and offers help and advice when required working closely with class teachers, Head of Pre-Prep and the Deputy Head.

The Learning Support Department is situated in the main Manor House (see Section 8) and operates an 'Open Door' policy for both parents and staff. The Learning Support Department prides itself on being fully integrated and accepted in all areas of the school.

4) Pupil information/records

The Learning Support Department keep all relevant information and details about identified SEN pupils, contact and meetings with parents and staff in the individual pupil's file held in a locked filing cabinet in Learning Support and in the individual pupil's file on the Learning Support computer system. Copies of all details are

routinely forwarded to relevant staff by email and paper copy (as necessary). SEN Pupil data is routinely updated on PASS see below.

The Learning Support Manager maintains records of SEN pupils:

Termly Register of all SEN pupils Stages 1-4. Giving details of:

- Brief detail of pupil's learning differences
- School Action Stage
- What support is in place
- Who is providing the support

The SEN Register of Pupils with Learning Differences:

- Pupil with Learning Difficulties and their School Action Stage/brief detail of pupil's problem.
- Support in place and with whom.
- Able Pupils in which subject
- Pupils with medical concerns

On PASS details of SEN pupils are maintained giving:

- Main register of pupils, SEN pupils are flagged up under 'Type' - showing LS1, LS2 etc. Learning Support and Stage.
- Automatic access to full IEP
- In individual pupil entry:-

Any further information not specified on IEP

This information is updated regularly in order for all teaching staff to have access. Details of SEN pupils in a shortened version is given to appropriate teaching staff in paper form for their records and daily review.

The Learning Support Manager keeps and updates all 'sensitive' information on pupils on the computer system (M Drive) for all teaching staff to access e.g. divorced parents, difficult home life.

5) Learning Support Meetings with Staff

Departmental Meetings

The Learning Support Manager attends all individual department meetings where pupil concerns are discussed and has regular meetings with the Headmaster. The Learning Support Manager is responsible for maintaining pupil records and all communication within Learning Support and all departments in the school. The Pre-Prep SENCO attends the Pre-Prep meeting and is responsible for maintaining all pupil concerns which are filed in the pupil's class personal file for each pre-prep class.

Meetings with individual members of staff

Further to individual pupil concerns being discussed at the Departmental Meetings, Class and Subject Teachers meet with Learning Support to discuss their individual pupil concerns as necessary. A meeting with the Parents, Class Teacher, Learning

Support Teacher and in some cases the Headmaster is arranged to discuss possible support.

Progress and concerns regarding on-going support for individual pupils is discussed regularly at meetings arranged between Learning Support and Class/Subject Teachers.

6) SEN Guidelines and information to Staff

The teaching staff are supported by the Learning Support Staff and issued with the following when appropriate:

- New Staff are issued with a Learning Support File with SEN policy and other relevant documents at the start of the academic year
- Guidelines for marking work of pupils with learning difficulties (Appendix 1)
- Information sheets on understanding and helping pupils with specific difficulties to become confident learners in the classroom (Appendix 1)
- Guidelines for identifying pupils with SEN (Appendix 1)
- Differentiation guidance (recommendations for help in class) (Appendix 6)
- Full reports (or shortened versions) from other professions e.g. Educational Psychologist Report).
- Relevant SEN assessment reports e.g. COPs
- Individual Education Plans (IEPs) (Appendix 5)

Learning Support has access to all school assessment results, and closely monitors these to help identify specific pupils with possible Special Education Needs. Meetings are arranged with appropriate staff to discuss these pupils as above.

5. ADMISSION ARRANGEMENTS

Prior to entry to The Manor, parents are asked to send the school and reports from professions (e.g. Educational Psychologists' reports, Speech and Language assessments etc.) All primary and Pre-prep schools are asked to fill in a confidential questionnaire about the pupil (e.g. achievements in literacy and maths skills, ability in the classroom, any learning or behavioural difficulties identified etc.).

Entry

Nursery

Children are admitted to Nursery without assessment but are invited to a visit session.

Pre-Prep - Reception

If children join the school at Reception level they are invited to attend a 'stay and play' session when a very informal assessment is carried out either by the class teacher or Pre-Prep SENCO.

Pre-Prep Years 1 and 2

Children planning to join the school in Pre-Prep are invited to join one of the year group classes when an informal assessment, to ensure that they are within the established class's ability range, will be carried out either by the Class Teacher or SENCO.

Prep Years 3 to 6

Children planning to join the school are invited to attend a group assessment morning managed and run by the Learning Support Department. Pupils are assessed on Reading, Writing, Spelling, Numeracy and Social Skills giving the opportunity to identify pupils who may require learning support. However prospective pupils who have not been included in the group assessment are invited to attend a 'visit day' when they join one of the year group classes and Learning Support will meet the child and carry out an assessment as above.

For every assessment Learning Support completes an assessment form which is passed to the Headmaster with recommendations (Appendix 14).

6. IDENTIFICATION, SCREENING ASSESSMENT AND REVIEW

1) Identification

A child has a 'learning difficulty' within the meaning of s312(2) Education Act 1996 if he or she has a significantly greater difficulty in learning than the majority of children of his or her age compared to national criteria; or a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of that age. The aim of the SEN Policy is to identify these pupils and appropriately support their learning in order for them to fully participate in school and the curriculum.

Pupils can be identified by showing signs, sometimes not previously apparent, of having specific learning difficulty in one or another subject area for which suitable educational provision is needed. Learning difficulties may affect children who have a high IQ equally as those of lower academic ability.

The expression "specific learning difficulty" covers a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit disorder and semantic processing difficulty. It may also include those who have problems with vision or hearing, or who have an autistic disorder.

Assessment is part of a continuing process at The Manor and assists in the early identification of children who are at risk of failing.

Identification at Entry

There is no formal assessment of pupils joining the Nursery. However:-

- If a pupil joins already having a Special Educational Need he/she will automatically be placed on the SEN register on the appropriate level and a SEN pupil file opened in the Learning Support Department.
- All other Nursery pupils are screened through the normal assessment procedures and early identification of any pupil showing signs of Learning Differences are put on the SEN register at the appropriate level (see 7.1).

All pupils joining the school are assessed from Reception to Year 6 identifying those pupils with Special Educational Needs (see section 5)

Identification - post entry to the school

As the pupils progress through the school their work is continually monitored through the assessment procedure and if there is concern they will be placed on the SEN register at stage 1:-

- if a child is making little or no progress in class and his/her work is substantially below the level expected for a child of a certain age.
- if a child persistently presents emotional, behavioural, sensory, physical, communication or interaction difficulties.

If a child joins the school with a Special Educational Need previously diagnosed he/she will be placed on the SEN register immediately at the appropriate level and a Learning Support File opened and appropriate support put in place (see Section 7).

A child's needs may become apparent through:

- Pre-Prep SENCO observation (much of the work of this SENCO is observation and monitoring in class)
- Class teacher
- Subject teacher
- Expression of parental concern

At stage 1 Learning Support will open a SEN pupil file which will contain:

- Pupil Summary Form - giving details of:
 - Name
 - Age
 - Brief description of learning difference
 - Dates of any assessments by professionals e.g. Educational Psychologist, Speech Therapists etc.
 - Details of support programme - lessons and Learning Support Teacher
- Initial 'concern' form completed by class teacher/subject teacher/SENCO
- Minutes of meetings/notes of meetings with teachers and parents
- Correspondence
- Any relevant reports

Pupils with concerns are regularly discussed at weekly departmental meetings. If Learning Support is considered necessary a meeting is convened with the child's parents, appropriate teacher(s) the Learning Support Department and in some cases the Headmaster. If appropriate the Provision of Learning Support is then put into place and the pupil is placed on Stage 2 (see section 7).

2) Screening

Once a pupil has been identified, placed at stage 1 on the SEN Register, and the concern has been discussed as above the pupil is assessed using appropriate

screening programmes. It is the school's policy to obtain the permission of parents before any Learning Support Assessment takes place in the form of:

Malt is a 'paper' numeracy based assessment tool which is targeted at the age of the child covering all numeracy skills. The test, as well as giving results such as standardised scores, gives a comprehensive diagnostic breakdown of the child's weak areas.

SNAP a Special Needs Assessment Profile is occasionally used as a good starting point in identifying children with more complex learning differences. It consists of two comprehensive questionnaires one for the parent and one for the class teacher to complete. The responses are analysed using computer data which then produces a graph clearly profiling the individual's main learning difficulties.

CoPS Cognitive Screening Programme which is computer based is used to identify the visual and auditory strengths and weaknesses of children who may be showing early signs of difficulties. The age range of this test is 4-8 years.

Other specific tests in both literacy (New Reading Analysis and Young's Nfer Spelling) are used in conjunction with the CoPS to help define Specific Learning Difficulties.

LASS which is also a computer based assessment for screening children aged 7-11 years.

The Dyslexia Screening Test (DST) a comprehensive computer based assessment appropriate for children aged 6.6-16.5 years.

Once the screening process is complete and the following has also been taken into account:-

- Information from discussion with teachers
- Observation of the pupil in class
- Reports and information from previous school
- Assessment at entry (if child has not entered school at Nursery stage)
- On-going school reports
- PASS - diagnostically reviewing pupil's assessment grades at each key stage

The Learning Support Department, in conjunction with appropriate teachers and in some cases the Headmaster, will write a proposal to parents offering learning support in the form of a contract (see Appendix 15).

3) Assessment

At the start of the Autumn Term all pupils in the school sit a series of tests as part of the Assessment Programme. The nature of these tests is agreed by the Headmaster, Director of Studies and Heads of Subjects to give information about individual pupil's progress and to identify any pupils who may have a learning difficulty. See Assessment Policy.

After all the test results have been collated and entered onto PASS they are discussed with appropriate staff to discuss any pupils who may present with any difficulties which have not already been identified. Any pupil showing a significant discrepancy or a very weak score will then be assessed by the Learning Support Department as in Section 6.

Learning Support carry out their own LS assessments as follows:-

- At the beginning of academic year Learning Support pupils are given appropriate assessment to ascertain start level for the pupil's new Learning Support programme and using this information
- By half term of the Autumn Term an Individual Education Plan will be written following consultation with class/subject teachers and paper copies circulated to all appropriate staff and parents. Relevant information from the IEP is entered onto PASS for easy access for all staff.
- The IEP is discussed with parents as necessary.
- IEP targets are routinely monitored and achievement recorded.
- By half term of the Spring Term and following Learning Support Assessments, an updated IEP is written and circulated as above to all staff and parents. PASS is updated.
- Learning Support Staff attend, when necessary, Parents' Evenings as well as arranging regular meetings with parents to discuss the progress of their child's learning support.
- The Learning Support Department has an 'Open Door' policy for parents and staff. Parents, in particular, are encouraged to regularly visit Learning Support as their involvement in their child's learning is very much valued. The Learning Support Department gives high priority to maintaining good and regular contact with these parents.
- At the end of the Academic year Learning Support teachers write reports to be sent to parents (Appendix 11).

Educational Psychologist Assessment

Occasionally a pupil receiving Learning Support who is displaying specific learning difficulties is referred to an Educational Psychologist for a full assessment to be carried out. This report is required for a professional diagnosis and advice is given regarding methods and strategies to help support the pupil. This report will also give details, if appropriate, of special examination arrangements and adjustments. (See Section 10) The cost of this referral is borne by the parents.

4) Review

All pupils who are having learning support in literacy and numeracy are assessed in reading, spelling and/or maths in May/June. The information gathered from these tests form the basis of the Learning Support Report and assists with the review of the pupil's IEP for the next academic year. At all stages of this process the parents are fully consulted.

7. PROVISION OF LEARNING SUPPORT

1) Stage by Stage Process

The school uses Stage 1 to Stage 5 to identify specific pupils with Special Educational Needs and the level of support they require to access all school activities.

Stage 1: Cause for Concern

When a Class Teacher notices that a child is having difficulties she will try to respond to their individual needs. She will discuss this child at the weekly departmental meeting. Learning Support will work with the class teacher to suggest strategies which can be implemented in class or differentiated tasks (see Appendix 16) that may be appropriate and advise the parents about home support. The Cause for Concern form is completed and Learning Support will set up a SEN Pupil File.

Stage 2: School Action

If further action is required as the child is still not achieving within the classroom setting Learning Support will:

- gather evidence
- discuss with class teacher
- observe in class
- arrange a meeting with the class teacher, parent, Learning Support teacher and in, some cases, the Headmaster.
- agree and put in place a Learning Support Programme

Stage 3: School Action Plus

At this level outside agencies will be involved to assess the child's difficulties in more detail. Educational Psychologists, Optometrists, Paediatricians, Speech or Perceptual Therapists may be needed. When the parents receive a report from an outside Agency they are invited into school for a meeting, which will involve the class teacher and the Learning Support Teacher. This meeting will ensure the parents understand the report and the how the recommendations will be put into practise in school including the support being given.

Stage 4: Statement

If a child's needs are greater than those outlined in School Action Plus we will work with parents and Oxfordshire LEA towards securing an Educational Statement and additional support as needed. Maintaining a statement involves close monitoring and exceptional record keeping of IEPs, observations, attainment and adjustments. To ensure that children with Statements are maximising their potential learning Support will:-

- attend weekly planning and team meetings
- observe in the classroom regularly
- make regular contact with parents
- liaise closely with the LEA

Stage 5: Monitoring

A child who has been on the Special Needs Register and has made sufficient progress to no longer need support will be listed for at least one year as (M). This will mean that the child's progress will continue to be monitored to ensure that the launch away from support continues to be successful.

2) Individual Education Plans

Every pupil receiving learning support, from Stage 2, has an Individual Education Plan which is reviewed each term. Initially the IEP is written in October, reviewed and rewritten in February. Information is gathered from a range of sources; these include the pupil, parents, teachers and results of tests to ensure that the teaching is targeting to the pupil's individual needs (Appendix 5).

- The IEP will focus on specific teaching to help improve the pupil's weaker areas.
- The pupil's strengths are also noted and used to assist with the learning process.
- The IEP is discussed with the pupil at the start of every term. The child's thoughts are important and any additions by an individual are noted down on the IEP. The pupil is also encouraged to take participation in decisions with regard to the planning and content of their lessons.
- The pupil's progress is monitored at very regular intervals throughout the term. At the end of the term, the pupil and the Learning Support Teacher evaluate the progress he/she has made; this is noted down on the IEP and forms the basis of the report to the parents. A full report is written at the end of the academic year.

3) The Learning Support Programme

Learning Support is an additional cost to parents. Each year the School, after consultation with the Bursar, set the fees (see section 22). The Learning Support programme is discussed at the above meeting and agreed with the parents.

The Learning Support Department can offer the following support:-

- Individual lessons - ideally two a week
- Paired lessons - ideally two a week
- In-class support with an experienced one-to-one Learning Support Assistant

In most cases these pupils will be part of a small group for the subject they are receiving Learning Support e.g.. Maths, Spelling and Reading and in most cases are taught by Learning Support Teachers. These group lessons are NOT charged to the parents.

Individual Lessons

Pupils' individual lessons in the Learning Support Department are tailored to help them to improve their skills and become independent learners in the classroom. The members of the Learning Support Team are always adaptable and flexible and

respond quickly to the needs of each learner; a planned lesson may need to be altered or completely changed in order to fit in with a pupil's particular need that day. The Learning Support Teachers use the LS Record sheet to record each lesson under the different target headings. (Appendix 18) An entry is made in the Home/School Diary at the end of each lesson for the pupil to take home for his/her parents.

- There is flexibility regarding lessons and pupils generally have two lessons each week; this ensures that the pupil will have constant contact with the Learning Support Teacher to ensure continuity and steady academic progress. The lessons are charged as an extra which will be put on the pupil's bill at the end of each term. Pupils are generally taught on an individual basis and lessons are 30 minutes in length.
- All efforts are made to ensure the pupils learning support lessons are not timetabled at the same time as academic lessons. Early morning lessons before the start of the school day are offered. In most cases pupils attend their learning support lessons out of Music, PE, Library or Drama lessons, but occasionally it is necessary for pupils to come out of other subject lessons. Pupils do not come out of English, Mathematics or Science to attend Learning Support Lessons.
- These lessons are taught by fully qualified SEN Teachers in the suite of Learning Support Multi-Sensory Classrooms. It is recognised at The Manor that some children learn 'differently' and we are responding to their need to approach learning in a different and often more structured multi-sensory way.
- The lessons are generally broken into small units and may include exercises and activities to improve:
 - Spelling rules and patterns based on Alpha to Omega
 - Reading strategies (e.g. syllable division, cloze procedure)
 - Comprehension skills
 - Mathematical skills
 - Mathematical conceptual thinking
 - Auditory sequencing and discrimination
 - Auditory memory
 - Visual sequencing, scanning and spatial abilities
 - Visual perception and discrimination
 - Visual memory
 - Listening and concentration abilities
 - Hand/eye coordination
 - Handwriting
 - Fine and Gross motor movements
 - Keyboard skills
 - Essay planning and writing
 - Mind mapping skills
 - Memory techniques

- Revision strategies
- Exam techniques

There is also plenty of scope for working on a computer during the lesson. The software products available are:-

- Wordshark 4
 - Nessy Literacy Programme - Literacy and Touch Typing
 - Type to Learn
 - Star Spell
 - Eye Track
 - Collins Rapid Maths
 - Units of Sounds
- The pupils are awarded stickers for good work and gain a reward after gaining a set amount. From year 3 the pupils are also awarded merits for their House.

Paired Lessons

Occasionally it is advantageous for pupils to be taught in pairs if their needs are similar and the pupils work well together.

In-Class Support

Learning Support Assistants are specifically employed to support identified pupils in class. The LSA works very closely with the Learning Support Teacher and the Class Teacher helping to secure strategies learnt during the individual lessons supporting the pupil to put them into practise in class. The LSA records the supported lessons on In Class Support Sheets, Diary/Timesheets and also writes in the Home/School Diary.

4) Differentiation

All members of staff who teach SEN pupils are circulated with differentiation points (Appendix 6). Some of these recommendations come from a report from another professional together with guidelines from the pupil's LS Teacher and other members of staff. Recommendations are also made for pupils who have problems with sight, hearing or speech.

Using these guidelines teachers should plan differentiated work and make reasonable adjustments for pupils with learning difficulties where necessary; this includes activities and outings.

These points are reviewed at the end of each academic year and are reissued to all members of staff who teach the learning support pupil at the beginning of the academic year.

8. BASE FOR LEARNING SUPPORT

Learning Support Classrooms

The school has a Learning Support suite of classrooms:

- The main classroom is a well equipped colourful room housing a wide range of multi-sensory equipment. This classroom also has 6 laptops for the learning support pupils to access the variety of computer programmes. The main classroom has a Promethean interactive whiteboard. This classroom is used for individual, paired and group lessons.
- 3 small classrooms have whiteboards and stored resources for easy access. These classrooms are used for individual and paired lessons.

9. IN-SERVICE TRAINING AND STAFF DEVELOPMENT

The Headmaster co-ordinates the plan for in-service training and professional development. The school is a member of SATIPS, which provides a Special Needs forum. The Learning Support Department regularly receives information on specific training programmes, assesses their suitability and relevance, and sends a representative from the department as necessary. The LS Department also attends regular conferences including the 'Learning Works' forum for independent schools. LS Department subscribes to SENCO update, SNIP (Special Needs Information Press), Satips (Special needs Broadsheet) and receives information, help and advice both on-line and through circulated documents. All members of the LS Department continually strive to keep their qualifications, knowledge and expertise up to date. Please see Appendix 8 for details of SEN staff Inset and training.

10. LIAISING WITH EXTERNAL AGENCIES

If it is felt necessary that a pupil should have an assessment from another professional the parents are advised by the Learning Support Department.

1) Educational Psychology Assessments

The school has close links with a number of Educational Psychologists (EP) (see appendix 5.1) and dates in the term are booked in advance to accommodate pupil assessments. If a child has previously had an assessment, parents are generally encouraged to return to the original EP for a reassessment.

The Educational Psychologist or any other professional carrying out an assessment is provided with confidential information about a pupil's difficulties from both the child's parents and from the school.

Following an assessment there is a debriefing session with the child's parents and appropriate staff. Once the school receives the report it is widely circulated

to all staff. The EP Summary sheet is then amended for all appropriate staff (appendix 19) giving brief details of the outcomes and recommendations.

2) Speech and Language Assessments/Therapy

A Speech and Language professional attends The Manor each week to give Therapy sessions for identified pupils. If the pupils is having in-class support it is beneficial for the LSA to attend the therapy sessions in order for strategies to be carried out in the classroom. The Speech and Language therapist also carries out assessments and fully consults with both teachers and parents to assist with the assessment. A debriefing is then given to all relevant teachers and parents. This is an additional cost borne by the parents.

3) English as an Additional Language - Lessons

An English as an Additional Language teacher also attend the Manor each week to give lessons to those identified pupils. This teacher works closely with The Learning Support Department, relevant teachers and the pupil's parents. This is an additional cost borne by the parents.

4) Occupational Therapy

Occupational Therapy is usually provided by the Local Education Authority and the therapists attend school as the necessity arises. These therapists work closely with the Learning Support Department and the relevant teachers, TAs and LSAs.

5) Vision Impairment Therapy/Advice

The Vision Impairment Consultant Teacher (LEA) comes into The Manor when a visually impaired pupil attends the school. Therapy sessions are carried out, support and guidance given and regular meetings are held with the Learning Support Department and relevant teaching staff.

6) Hearing Impairment/Therapy/Advice

To support any deaf pupil attending the Manor, the LEA or other professional attends the school to give guidance and support.

7) Emotional and Behavioural Problems/Therapy/Advice

To support any pupil who has emotional and behavioural problems, the Learning Support Department works closely with the relevant professional, attends meetings, consults and liaises with teaching staff and parents. In Pre-Prep the SENCO can give advice directing parents to the appropriate professions, see section 10).

Counselling is available if required and this is generally organised through the Headmaster or school nurse.

The school would also consider using the Common Assessment Framework

(CAF) if appropriate.

11. PARTNERSHIP WITH PARENTS

Terms and Conditions

Before a child starts at The Manor the parents have read and signed the Terms and Conditions. Paragraphs 47-49 refer to Learning Difficulties:

47

Learning Difficulties: The School will do all that is reasonable in the case of each pupil to detect and deal appropriately with a learning difficulty which amounts to a “special educational need”. Our staff are not, however, qualified to make a medical diagnosis of conditions such as those commonly referred to as dyslexia, or of other learning difficulties.

48

Screening for Learning Difficulties: The screening tests available to Schools are indicative only: they are not infallible. Parents will be notified if a screening test indicates that a Pupil has a learning difficulty. A formal assessment can be arranged by the School at the Parents’ expense or by the Parents themselves.

49

Information about Learning Difficulties: Parents must notify the Head in writing if they are aware or suspect that the Pupil (or anyone in his or her immediate family) has a learning difficulty and the Parents must provide us with copies of all written reports and other relevant information. Parents will be asked to withdraw the Pupil, without being charged Fees in lieu of notice if, in the professional judgement of the Head and after consultation with the Parents and with the pupil (where appropriate), the School cannot provide adequately for a pupil’s special educational needs. Remedial teaching provided by the School will be charged as an extra.

The partnership with parents is an important part of the structure of Special Needs at The Manor. The Learning Support Department works closely with the class teachers and Heads of Departments. Often we have to voice our concerns about a child’s specific needs. Regular dialogue with parents at all stages is beneficial. Parents are encouraged to call in to see members of the Learning Support Department without an appointment. Longer meetings involving a wider range of staff can be arranged by appointment with a few days notice.

Working in partnership with parents

- The Learning Support Department believes the partnership with parents is extremely important as it firmly believes the support given by the teachers is more effective if the parents understand the strategies and methods and helps to reinforce these at home. In order for parents to participate in their child’s learning guidance is sent to them. Parents are given advice on

- ‘Listening to Readers’ (Appendix 19) and ‘Spelling with Visualisation’ (Appendix 20).
- Once concern has been identified about a specific pupil, the parents are immediately asked to a meeting with the class teacher and a member of the Learning Support Department.
 - When individual learning support or in-class support has been agreed the Learning Support Department will write a comprehensive ‘contract’ letter (appendix 15) stating what support is being put in place and exactly how much the cost will be to the parents. The parents are asked to sign a duplicate copy of the contact letter and return it to school.
 - When the Individual Education Plan has been written for the pupil it is sent to parents and circulated to all appropriate members of staff. The parents are invited to come into the LS Department to discuss the IEP targets and the help and support the parents can give him/her at home as specified on the IEP.
 - The Learning Support Department has an ‘Open Door’ policy, encouraging parents to come in to discuss any problems. Notes on parent meetings are kept on the LS pupil’s file and circulated to appropriate staff.
 - Learning Support teachers attend Parents’ Evenings when appropriate, but usually will meet separately and more frequently with parents.
 - Parents are sent a copy of their child’s Learning Support Report at the end of the academic year.

12. HANDLING COMPLAINTS

If a parent has a concern or complaint, the School’s Complaint Procedure is followed. In practice, any concerns about Special Educational Needs are normally addressed informally to the Learning Support Manager or other Learning Support Teacher or the Class Teacher, who liaises with the Learning Support Manager.

13. LINKS WITH OTHER SCHOOLS

Contact has been made with the Learning Support Departments of a large number of schools. This is maintained by regular visits to and from members of their departments, email, letter and telephone.

The Learning Support Department regularly attends the St. Hughs’ Prep School Seminars which are held twice a year.

In addition The Learning Support Manager organises a seminar/meeting for:-

Cothill Prep School
 Chandlings Prep School
 Abingdon Prep School
 St. Hugh’s Prep School
 Our Lady’s Abingdon

at least once a year to discuss mutual SEN problems, teaching methods, contacts and new ideas.

The Learning Support Manager contacts and liaises with the Heads of Learning Support/Registrars regarding special arrangements for Common Entrance Examinations.

The Learning Support Department liaises with future schools regarding individual pupil's needs as appropriate. In special circumstances a representative of the Learning Support Department visits the new school and then takes the pupil for visits to the new school. The Learning Support Department will liaise closely with the Head and Class Teacher of the new school.

The Learning Support Department contacts previous schools for information on new pupils who have previously been identified as having Special Educational Needs.

14. EVALUATING THE SUCCESS OF THE PROVISION

Arrangements for the evaluation of the school's procedures and practices with regard to SEN provision are reviewed annually by the SEN Governor, Heads of Pre-Pre and Prep Departments and the Headmaster.

The success of the Learning Support Department is also evaluated in the following ways:-

- Targets achieved in IEPs
- Reports
- Improved reading, spelling and maths ages
- School exam results
- Pupils with increased confidence who start to take control of their own learning and take a fuller part in school life
- Pupils who come off the SEN Register and are monitored
- Common Entrance results

15. RECENT DEPARTMENTAL ACHIEVEMENTS

STATEMENTS

- **June 2006**
Statement gained for Visually Impaired Pupil (years Reception to Year 2). A boy pupil who left at end of year 2 and is registered blind. Extensive support and guidance given to parents to help secure place in next school including visiting school with pupil and attending a briefing meeting for staff.
- **July 2008**
Statement gained for pupil in Reception who has moderate learning difficulties. Extensive support and guidance given to parents to help secure place in next school including visiting with pupil and briefing of staff.
- **June 2009**

Statement gained for Visually Impaired Pupil. Extensive support and guidance given to parents to help secure place in next school.

- **September 2008**

The Learning Support Department moved to its new base and set up a new suite of classrooms with revised retrieval system for easy access of resources.

The department has doubled in size by appointing extra staff to accommodate the teaching and supporting of identified pupils.

Access of Learning Support Pupil information is improved by being available on PASS.

100% success rate of getting Learning Support Y6 pupils into the school of their first choice.

16. DEVELOPMENT PLAN

Please Appendix 13 for the Learning Support Development Plan (2009/10 and 2010/13)

17. RESOURCES

Please see Appendix 17 for a comprehensive list of Learning Support Resources.

18. GIFTED AND TALENTED

At The Manor, we aim to provide a broad and rich curriculum meeting the needs of all our pupils. We believe in channelling the gifts and talents of all pupils, with opportunities to stretch and challenge pupils across all subjects. This is delivered both in the classroom, throughout departments and outside school at local and national levels.

We aim to present pupils with work that challenges, stretches and excites pupils, in an environment that celebrates excellence and success in all subject areas.

We deliver this ethos through a whole-school approach. In the classroom, work is differentiated and extended. There are opportunities for research, projects and competitions.

Pupils also actively participate in clubs and activities, before, throughout and after the school day. Work and achievements are shared with pupils, staff, parents and the community.

We value the importance of attainment, motivation and self-esteem. We celebrate our pupils' successes through form and departmental presentations, whole school assemblies, display boards and newsletters to parents.

Across the school the following examples show the variety of opportunities that are provided:

- **Sport** -
 - Outside visitors are invited to present assemblies, sharing achievements and motivations for their sport and personal achievements.
 - Pupils are chosen to represent the school in inter-school and county matches.
 - Early morning, lunch-time and after school clubs are available for all pupils in a variety of sporting events.
 - Year 6 pupils are invited to be 'sports leaders'. They assist in the department, helping to run early morning sport sessions for younger pupils.

- **Art** - In line with 'art week' a presentation of all work across the school in the main hall for all pupils, staff, parents and visitors to view across 3 days.

- **Maths** - times table challenge. All pupils Y3 - Y6 take part in this timed challenge to test times table knowledge. The challenge takes part twice in the year, with pupils aiming to improve their scores and times as they progress.

- **English** - story competition. All pupils Y3 - Y6 are invited to write a story for a given title. Pupils are selected to represent their year group and this work is chosen to represent the school in the competition. The winning stories are published into a book celebrating the budding writers at the Manor.

- **PSHE** - pupils are encouraged to share their talents and achievements. Pupils share merit presentations, and personal achievements in form time sessions with their class teachers. They are also encouraged to write personal and academic targets. Both targets and achievements are encouraged to be shared in form rooms on a display or achievement wall.

- **Thinking skills** - pupils are invited to think through a problem or question activity as a morning starter. These follow a programme of activities and cover all subject areas and topics. Form teachers display the activity in the classroom during registration time and discuss pupils' ideas.

We are continuing to develop opportunities for our pupils throughout the school this year. We aim to enhance differentiation opportunities and embracing further opportunities for pupils in different subjects through departmental learning opportunities and activities.

Please also see Gifted and Talented Provision in the Staff Handbook.

19. ENGLISH AS AN ADDITIONAL LANGUAGE

The school can accommodate children who need support with English as an additional language by offering withdrawn sessions and in-class support or a combination. This support can sometimes be accommodated by the Learning

Support Teachers, but in more extreme cases a professional EAL teacher comes into school on a regular weekly basis and is paid directly by the parents.

20. SPEECH THERAPY

A child can be identified by:-

- Parent concern and registers the child with the NHS for speech therapy. This therapy is sometimes carried out at the NHS therapy unit or at school. The NHS therapist assesses and provides a therapy programme to be carried out by the parents (or TA in school) with no charge to parents.
- Teaching staff - the school can refer the child to the NHS for assessment and possible therapy sessions (no charge to parents). The NHS Speech Therapist comes into school once a term and assesses the child and reviews the therapy put in place. The therapy is then carried out by both the parents and, if possible, the Teaching Assistant (or Learning Support Assistant)*.

A professional Speech Therapist comes to the Manor regularly once a week as necessary. With parental permission the Speech Therapist assesses the pupil and offers a programme of therapy to be carried out in school by either the Learning Support Teacher/Assistant or Class Teaching Assistant. The fees for these sessions are paid by the parents directly to the Therapist.

21. SPECIAL EDUCATIONAL NEEDS AND DISABILITY DISCRIMINATION

At The Manor Preparatory School, we recognise and take seriously our duty under the Disability Act 1995 as amended by SEN (Special Educational Needs) and Disability Act 2001 (SENDA) not to discriminate against disabled pupils in their admissions, exclusions, education and associated services. This covers two key duties:

- Not to treat disabled pupils less favourably; and
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustments duty')

The Disability Discrimination Act defines disability as:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities.

The definition is broad and may include children with a wide range of impairments including those affecting their mobility, sight or hearing; learning difficulties; mental health problems; dyslexia; autism; speech or language impairments; ADHS; diabetes; HIV; or epilepsy. The DDA 1995 part 4 'Code of Practice of Schools' contains more detailed definitions of disability, SEN and their overlap.

The Manor has a highly inclusive ethos and has over the years successfully accommodated children with various disabilities and learning needs including autistic spectrum disorder, dyslexia, visually impaired, hearing impaired, asthma, etc. We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Although we are not a Special Educational Needs school and will invariably not have the required expertise to deal with all disabilities, we are committed to making reasonable adjustments so that current or prospective disabled pupils would not be placed at a substantial disadvantage compared to non-disabled pupils.

Furthermore, in considering whether or not an adjustment would be reasonable, we may take into account certain factors provided for by SENDA.

‘Reasonable adjustments’ may not be made in a particular case if there is a reason which is both material and substantial to that case. These include:

- The need to maintain academic and other standards
- Money available
- Practicalities of making the particular adjustment
- Health and safety of the disabled pupil and others
- Interest of other pupils

The reasonable adjustments duty does not require the school to make major alterations to the physical features of the school nor does it require the school to provide auxiliary aids and services (e.g. a personal FM radio aid for a child with hearing difficulties or additional one-to-one support for a dyslexic child, the cost of which may be prohibitive). At independent schools, auxiliary aids and services are normally made available by the school but parents are usually charged for them. Auxiliary aids and services can also be paid for by the LEA through the SEN framework, particularly for the Early Years.

The reasonable adjustments duty is anticipatory, i.e. we should not wait until a disabled pupil has arrived before making reasonable adjustments. The school needs to know that a child is disabled and must have some knowledge of the nature of the disability to ensure that the pupil will not be treated less favourably and that the appropriate reasonable adjustments can be made. Discussions with parents about the disability and potential adjustments will be important in this regard, and we aim to encourage these through an open and welcoming atmosphere and culture at the school so that parents feel comfortable disclosing information about their child’s disability.

Under the DDA, we also have a planning duty to draw up strategies and plans to increase over time access for disabled pupils to our curriculum and education, including improvements to the physical environment. This is outlined in our Access Policy and Plan, available from the School Office.

Additional Responsibilities for The Early Years

As a provider in receipt of Government funding (Nursery Grant for the 3 and 4 year old children), we also have regard to the SEN Code of Practice. The main additional duties are that we have an SEN Policy for this year group and a trained SEN Co-ordinator (SENCO), who is responsible for the day-to-day operation of the SEN Policy. Overall responsibility for the management of SEN in the Early Years, as for the rest of the school, lies with the Headmaster.

22. COSTS TO PARENTS

Children at Stage 1 (Cause for Concern) are supported in class by the Teaching Assistants who have a wide range of experience of children's learning difficulties and are encouraged to devote a lot of their time to supporting these children. In addition children from Pre-Prep to Year 4 are taught and supported in small groups with either the Class Teacher, TA or in some cases a member of the Learning Support Department. The older children at this level benefit from working in small sets for Maths and, in some cases, supported in small groups for reading. There is no cost to the parents at this level.

Once a child has been identified as needing individual support, Stage 2 (School Action) and Stage 3 (School Action Plus)* lessons with a qualified Learning Support Teacher is arranged, after full consultation with all teachers concerned and parents. These lessons are normally twice a week for 30 minutes a lesson at a cost to the parents. The cost is considered yearly by the Bursar.

In some circumstances it is considered more beneficial for the child to have a Learning Support Package consisting individual lessons and in-class support. The in-class support is carried out by an experienced Learning Support Assistant and again the cost of this is borne by the parents after full consultation and agreement. The cost of this in-class support is considered yearly by the Bursar.

*Children are put on this level once a professional assessment has been carried out and their recommendations are included in the child's Individual Education Plan

APPENDIX 1

ADVICE FOR STAFF

IDENTIFICATION OF SEN PUPILS

The purpose of this section is to help staff identify pupils with Special Educational Needs and to provide guidance on how best to help them. Since Dyslexia is by far the most common condition encountered, we shall focus on that.

i) INITIAL OBSERVATIONS WHICH MAY POINT TO SPECIFIC LEARNING DIFFICULTIES.

If you consider any child may have Special Learning Difficulties, please complete the 'Concern' form which will act as a prompt to open a Learning Support Pupil File and pass it via your head of department to the Learning Support Manager.

EARLY PRIMARY

In language work

- Poor reading progress on look-and-say or phonic methods.
- Considerable confusion over simple punctuation and grammar.
- Confusion of letters similar in shape: b/d/p/q; u/n; f/t; m/w
- Difficulty in finding a name for an object.
- Confusion of similar sounding letters: d/t; v/f/th; short vowels.
- Reversals of letters and whole words: "was" for "saw", "god", "dog".
- Uncertainty about when and where to use lower and upper case letters.
- Transposals: sift for fist.
- Omission or confusion of small words: the, a, so, to, of, from, for.
- Faulty auditory sequencing in reading and in the repetition of words: "permilinary" for "preliminary"; "emeny" for "enemy", "pasghetti" for "spaghetti".
- Foreshortening of words in written work: "permance" for "performance" "intring" for "interesting".
- Fusion of the letters in words "or" for "our".
- Badly or wrongly formed letters.
- Difficulty in remembers what day it is, her birthday, her address or telephone number.
- Possible history of slow speech development.
- Difficulty in copying from the blackboard.
- Difficulty or extreme tenseness in holding pencil.

In other areas

- Difficulty in sequencing: days of the week, months of the year, the alphabet, word order in a sentence, number bonds, multiplication tables.
- Confusion over directionality: left/right, up/down, to/past on clock or watch.
- Difficulty in understanding concepts such as yesterday/today/tomorrow.
- Mixed laterality.
- Family history of reading and spelling problems.
- Difficulty in remembering a short sequence: numbers, instruction etc.
- Problems with simple mental arithmetic.

LATER STAGES

For the child suspected of having specific learning difficulties who is only discovered at a later stage the following checklist will be more appropriate. Again the group of indicators would suggest the need for further investigation.

- Intellectual capacity and comprehension level significantly greater than performance in reading or written work.
- Reading has not advanced adequately to cope with the level of material in years 5 and 6.
- Mechanics of reading weak, inserting or omitting words, guessing, ignoring phrasing and punctuation marks.
- Avoidance of reading whenever possible, never reading for pleasure.
- Failure to spell adequately to allow the reading to understand.
- Inconsistency in spelling, even of previously memorised words.
- Omission of letter or whole syllables, or addition of inappropriate ones.
- Poor use of syntax.
- Mispronunciation, misuse or inability to retain words for verbal use.
- Misunderstanding due to inadequacy of reading ability - e.g. reading “hysterical” for “historical”.
- Difficulty in understanding sequences read aloud or in comprehending directions.
- Difficulty in answering questions which rely on the interpretation of own written work.
- Difficulty remembering the sequential movement patterns necessary for letter formation, resulting in poorly formed and disordered presentation.
- Inability to remember words and phrases which are dictated.

Initially, the class/subject teacher must express his or her concerns to Learning Support to be discussed at the Pre-Prep or Prep Meeting and a ‘Concern Form’ completed to activate the opening of a Learning Support File on the pupil. Learning Support will decide on suitability of specific tests, eyesight and audiometric test of hearing.

APPENDIX 1. a) 2

How to help Dyslexic Pupils in Lessons

DO:

- Encourage them in the things they can do well; help them to recognise they have talents.
- Express appreciation of effort - i.e. mark an essay for the content, not the appearance, spelling or structure; mark Maths for accuracy, not presentation.
- Read aloud to them and, if necessary, scribe for them.
- Give written instructions as well as oral - on the whiteboard or on a piece of paper.
- Allow them to do written work on the computer and encourage them to use spell check also tape recorders to plan work on, etc.
- Monitor pen grip and handwriting.
- Give LESS homework - for example shorter essays, underlining main points to be learnt.
- Mark written work on CONTENT rather than SPELLING, ticking the correct parts rather than crossing out spelling mistakes.
- Acknowledge good ORAL CONTRIBUTION whenever possible.
- If reading long words, divide syllables with a pencil line.
- Ensure that the pupil has understood and remembered spoken instructions. Often they will need to be repeated a number of times.
- Allow the pupil to work from an open text book when necessary, reducing the pressure on memory.
- Allow the pupil longer to read and digest any written material before being asked to respond.
- Put important words on the whiteboard to help spelling.
- Give plenty of time to copy from the whiteboard, writing on alternate lines or in a different colour to help searching.
- Provide photocopied sheets where possible as copying from the board may be difficult.
- Give HOMEWORK IN A WRITTEN FORM whenever possible - quite often little time is allowed for the pupil to write the homework down - and the pupil will often write it down incorrectly.
- Praise and have an expectation of success whenever possible.
- Avoid requiring someone with Dyslexia to read aloud in front of others.
- Acknowledge that someone with dyslexia requires to put in twice as much effort to obtain the same results in terms of concentration.
- Acknowledge that performance may be inconsistent from day to day.
- Allow EXTRA TIME TO READ AND ABSORB INFORMATION, dyslexic children often need to read three or four times to fully absorb information.
- Discuss frankly with them the things they find difficult; make them aware that you know they find some tasks difficult and spend time at the

- beginning of the year having a one-to-one chat to ease their trepidation - this is especially important if the subject is an English based one.
- Seat the pupil as near to you as possible.
 - Class Teacher should try to see parents of children right at the beginning of the year; familiarise yourself with the pupil's file, which can include the Educational Psychologist's report, and make parents aware that you understand and will make allowances for the learning difficulty; reassure them.
 - Find reading books that interest the pupil at the right level.
 - Find particular areas that the children are interested in and encourage this as much as possible.
 - Read the IEPs for each of your children with Special Needs.

DON'T

- Brand them as lazy or careless.
- Make invidious comparisons with others.
- Expect them to read aloud to others.
- Expect them to learn the spelling of a word by writing it out a few times in the hope that they will remember it. They almost certainly won't.
- Put pressure of them of time or competition.
- Be surprised if their handwriting is untidy or irregular.
- Be surprised if their performance is incongruous.
- Tell them to try harder.

APPENDIX 1. a) 3

Marking Policy for Pupils with Learning Difficulties

Marking should be supported by:

- Giving praise and positive comments (e.g. commend them for the content of pieces of work even if there are a large number of spelling mistakes)
- Showing an awareness of the pupil's level of ability
- Focus on specific targets for improvement. Explaining at the end of the piece of work exactly how they could improve their performance. Dyslexic pupils can only cope with 1 or 2 tasks at a time
- Wherever possible, place corrections near the error rather than at the end of an exercise
- Make sure the pupil can read and understand the marker's comments
- Is the teacher allowing some time for improvement to the work?
- Encouragement and reward goes a long way to raising a pupil's self esteem.
- Remember those children with learning difficulties often have to put in a lot more effort into their work and some days it can seem overwhelming especially after a busy day at school.

For those pupils who struggle with spellings:

In a paragraph:

- Tick all the words spelt correctly
- Express the correct number of spellings as a percentage of the total number of words written
- In a word:
- Tick all the correct letters
- Express as a percentage of total number of words written
- This helps the pupils feel proud of their work

APPENDIX 1. a) 4.

The Dyslexia Friendly School Initiative

(Extracts from “The Dyslexia Friendly School Toolkit” - ‘Removing Dyslexia as a Barrier to Achievement

(Neil Mackay)

Dyslexia is

“A specific learning difference which, at any level of ability, may cause unexpected difficulties in the acquisition of certain skills”

- Teaching mainstream classes which contain dyslexic learners
- Inclusion through good classroom practice
- Monitoring, evaluation and review of the effectiveness of whole school policies to include:
 1. Teaching and Learning
 2. Monitoring and Assessment
 3. Differentiation

The mediocre teacher tells
The good teacher explains
The superior teacher demonstrates
The teacher inspires!!!!

The School run by idealists with a strategy: -

*Dyslexia friendly
Celebrating learning difference
Recognising learning preferences
Accepting work in different form
Developing emotional literacy*

SUCCESS COMES IN ‘CANS’ NOT ‘CAN’TS’ SO...
**GIVE THEM MORE OF WHAT THEY ARE GOOD AT AND
“CATCH THEM DOING IT RIGHT!”**

Unexpected difficulties in relation to ability?

Consider the performance of two children, both of whom have average verbal and non-verbal reasoning skills. One child has ability appropriate skills in reading accuracy/comprehension and spelling - the other does not, despite apparently having the ability to do so and is experiencing unexpected problems in developing ability appropriate skills. Consequently there are few intellectual barriers to prevent the child from performing at an ability appropriate level in all aspects of work that do not involve reading, writing or spelling. However, specific difficulties may kick in and significantly depress performance if the learner is not taught in

ways he/she prefers to learn. Also, at this point in the lesson, the child's past difficulties in these areas may also manifest in the form of lack of self belief, low self esteem and poor motivation.

Emotional strength and confidence are the keys to maximising strengths and minimising weaknesses. These emotional issues can compound the weaknesses unless addressed through effective classroom management, quality pupil teacher relationships and appropriately differentiated tasks delivered in a high challenge, low stress environment.

- Dyslexia is a specific learning difference.
- It becomes a difficulty when different learning needs are ignored.
- A learner with weak basic skills, who can understand, think, argue and create at an ability appropriate level may have a specific learning difference if positive answers are given to the following questions:
 1. Has he/she had adequate opportunity to develop basic skills?
 2. Is the basic skills issue unexpected in the light of other strengths?
 3. Have other pupils at the same level of ability and with apparently similar problems made progress with the same level/style of teaching?

If the answer is 'yes' to all three, then it is possible that the child has a specific learning difference, which, if not facilitated, will quickly turn into a specific learning difficulty.

Difference of Difficulty?

Schools and teachers have the power to decide:

'Schools should not assume that children's difficulties always result solely, or even mainly, from problems with the child. A school's practices make a difference, for good or evil!' (Dfes SEN Code of Practice)

In successful schools dyslexic learners are being taught how to build their strengths, minimise their weaknesses and are empowered to be the best they can be.

What can a teacher look out for and what do I do if and when I think Dyslexia might be an issue?

- Spells/reads a word on one line, but not on the next:-
This is a tendency that infuriates teachers and parents and frustrates pupils, especially when learners are accused of laziness and/or lack of concentration. In fact this tendency could be considered to be a key indicator of unexpected difficulties.
- Quick thinker/doer, but not necessarily when given instructions
When given time to reflect, dyslexic learners often produce answers that are as good, if not better, than their faster reacting peers. There can be a

tendency to perceive a quick response as a sign of intelligence, whereas in reality a first response may be ill considered or even wrong. In Japan children often only answer when asked to respond. This cultural difference would seem to empower reflective thinkers to involve themselves without the pressure of having to be first in order to be acknowledged.

- Enhanced creativity
Not all dyslexic learners are creative, those who are, will often be very original thinkers who consistently come up with unique solutions to problems.
- Aptitude for constructional and technical toys.
- A failure to produce written evidence of learning which matches their abilities and skills in other areas.
Dyslexic learners have a complex blend of strengths and weakness - just like all others in the classroom. However, Dyslexic learners can be enigmas because their skills and talents do not always transfer to some school based tasks.

Creating the Feel-Good Factor

Supporting learners to feel good about themselves and to appreciate their pattern of strengths and weaknesses is a building block of effective classroom managements.

A key responsibility of the Dyslexia Friendly teacher is to provide emotional support for vulnerable learners, because it has been suggested that up to 80% of learning difficulties have been attributed to stress. So eliminating classroom stress can minimise the difficulty.

- Minimising the fear of disapproval/lack of understanding:
 1. Let the child know we understand/appreciate the problem
 2. Communicate that 'its ok to be dyslexic'
 3. Make sure our body language and tone communicate the right message
 4. Use the language of possibility
 5. Demonstrate our understanding through the consistent use of effective strategies
 6. Mark for success - ticking words spelt correctly, tick the number of correct letters in a word etc.
- Minimising the fear of failure
 1. Use the language of success
 2. Create 'nice one' awards
 3. Create error free learning situations while confidence develops
 4. Set achievable targets for test scores
 5. Stress that: 'Mistakes are cool because they mean that somebody tried'
 6. Stress that: 'there is no failure, only feedback'
 7. Avoid 'Death by deep marking'.

- Minimising a fear of tests
 - Call them quizzes
 - 1. Give choices
 - 2. Use formative 'show you know' assessments
 - 3. Throw out 'I bet you can't' challenges
 - 4. Read out the questions - allow TA/LSA to record whispered answers
 - 5. Set achievable targets
 - 6. Teach pupils how to learn

- Minimising a fear of reading out aloud
 - 1. Invite all pupils to read but build in the 'right to pass'
 - 2. Promise not to ask certain pupils under any circumstances
 - 3. Set up paired reading:

Paired Reading Guidelines

- 1. Pair a weaker reader with a stronger reader***
- 2. The weaker reader has choice of material - whatever he/she wants to read***
- 3. Both students read out loud simultaneously***
- 4. The stronger reader 'carries' the flow and cues any tricky words***
- 5. Definitely no teaching or sounding out.***

Encourage the stronger reader to:

- 6. Slow down when a word is difficult***
- 7. Pick up the pace once all is well again.***

Minimising the fear of not being able to keep up

1. Differentiate by task and/or outcome as appropriate for the task
2. Organise a scribe - LSA
3. Set up shared writing - pupil does some of the writing
4. Encourage the use of mind maps, storyboard, flow charts etc. and be prepared to mark them for content and ideas
5. Never, ever, under any circumstances dictate passages to be copied into exercise books in order to 'cover the curriculum'
6. Minimise/eliminate the requirement to copy from the board - try making a quick précis for a child to copy and then pass it on, or borrow books from pupils who have finished.

Minimise the fear of spelling:

1. Never, ever, under any circumstances just say 'use a dictionary'
2. Support spelling using different methods and strategies
3. Give spelling without teaching when a learner is 'in the flow'
4. Develop a repertoire of responses to "how do you spell...?"

➤ Just give the word

- 'you try and I'll help'
- 'Can you clap it?'
- 'You spell and I'll write'
- Give the letters to help him/her build up the word
- 'Are you using familiar letter patterns/combinations?'
- Give words that rhyme

Pupils lose more marks in exams for 'play safe' with boring but correctly spelt words than they do by 'going for it,' and using ability appropriate language.

Differentiation is about curriculum access and, when used in a context of learning differences, supports a learner to operate effectively within less favoured style of information processing. Differentiation by task is often presented as the 'inclusive' option.

DIFFERENTIATION BY OUTCOME (For Inclusion and Empowerment)

- Everyone involved in planning etc. though group work
- All hear the same message - setting the highest expectation for all
- Establish a hierarchy of finishing points
- Each finishing point chosen to provide meaningful evidence of learning

"If you are happy that this is your best work, as far as you've got is fine for me!"

Learning Styles and Preferences

If they don't learn the way we teach them, can we teach them the way they learn?

Multi-Sensory is best - the more senses involved in learning, and the more ways that information can be transformed into something else, the more permanent the learning.

Most learners have several preferred ways of accessing, processing and presenting information. Most learners respond to an eclectic mix of styles and it is essential that a range are developed as part of any curriculum access strategy.

Eight Learning Styles - keeping it simple!

Teach all learners as if they are dyslexic. Use a multi-sensory, mind friendly approach, based on an understanding of learning styles and preferences to develop confidence, self-esteem and emotional intelligence.

1. Kinaesthetic - "body smart"
As many as 37% of most classes are likely to be kinaesthetic learners, forming the largest group across the range of preferences. They need to get

their hands on what they are learning and are particularly effective when processing information on flash cards, post-it notes and strips of paper. They tend to remember what they do. This group of learners prefer to organise their information in linear, logical ways, a preference particularly suited to paper based materials. Movement is very important for these learners - 'institutionalised fidgeting' (giving opportunities to fiddle quietly and unobtrusively) and aspects of Brain Gym can often mediate a task which is currently being presented in a non-kinaesthetic way.

Development Strategy:-

Physical activity when engaged in learning

Telling a learner to get up and walk around while processing information (Brain Gym).

2. Auditory/Linguistic

These are traditional learners, forming approximately 34% of a given class. They are well suited to a didactic style of teaching. They tend to remember what they hear and learn particularly well when they are required to explain ideas to others. Reading information out loud and explaining to others form the bedrock of this learning style.

Development Strategy:-

Explaining processes and ideas to others are helpful activities, as are peer tutoring.

Mnemonics are valuable.

Presenting to class

3. Visual/Perceptual

These learners are reported to form around 29% of the learning population and need to draw diagrams, charts, cartoons etc. in order to 'lock' their learning. These learners need the script in front of them and to highlight information in different colours to represent main ideas, themes etc. This is also an excellent activity to introduce mind mapping. Most visual learners report the ability to think in pictures and some actually seem to think in video?

Development Strategy:-

Visual skills can be developed by actively teaching information processing based on highlighting, colour coding and visualisation.

Concept mapping

4. Logical/mathematical

These learners are step by step thinkers who prefer to work with a logical structure. Often precise, abstract thinkers, they enjoy linear processing and problem solving which is reflected in their preference for orderly note taking. Processing information with flow charts is often a preference.

Development Strategy:-

Prediction exercises - what would happen next if, when?

Encourages problem solving

Practical experimentation - express their findings in a step by step way

Information on strips of paper

Flash cards and post it notes

5. Musical - rhyme and rhythm

These learners are sensitive to rhythm and are particularly influenced by the emotional content of their learning. The power of musical learning can be witnessed by the ability of children to pick up lyrics in a song. It is also no coincidence that much early language work is done with song and rhyme. Most children learn tables and other chunks of sequential information through rhythm, perhaps chanting and clapping to develop a rap.

Development Strategy:-

The process of selecting background music can be beneficial

Mnemonics/raps to music

6. Interpersonal- Social

These learners enjoy working with others and operate particularly successfully in group situations. Often good mediators, they can be skilful negotiators and seem to enjoy the opportunity of presenting their ideas to a wider audience. Cooperative learning and peer tutoring activities strengthen interpersonal skills, as do pair/share scenarios.

Development Strategy:-

Good team players - essential all learns develop competent people skills.

7. Intrapersonal/Intuitive

These learners seem to have a clear idea of their strengths and abilities and are motivated by an inner drive. Often private people, they are sensitive to their own values and prefer to be allowed to work in their own ways. Their skills enable them to work independently and with great persistence and motivation.

Development Strategy:-

The ability to take control of one's learning is an important strength.

Giving time for inner reflection is helpful, especially just before moving into groups.

8. Emotional

Emotional learners feel safe and secure and have a clear idea of their balance of strengths and weaknesses. The possession of an inner belief, based on success and respect, enables many learners to operate comfortably outside of their natural comfort zones before of an inner strength developed through prior success and empowerment.

Development Strategy:-

Every opportunity to be taken to strengthen emotional literacy of all levels of ability. Developing a passion for learning usually begins from a platform of emotional security and success.

Language is also important, especially the language of success - communicating faith in the learner.

Scaffolding

Begin by building a support structure so that the learner cannot fail.

Then slowly dismantle until he/she is standing tall and working independently.

Always be ready to rebuild some of the scaffold when more support becomes necessary.

INCLUSION - "THERE IS NOTHING SO UNFAIR AS THE EQUAL TREATMENT OF UNEQUAL CHILDREN!" (Thomas Jefferson)

b) Advice on Dyscalculia

Dyscalculia is a condition that affects the ability to acquire mathematical skills. Dyscalculia learners may have a difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

It is felt that there is not a good definition yet. It is not known how prevalent it is. It is specific rather than being of general lower ability. There is a Butterworth Dyscalculia screener for 7-14 year olds. However, it is not very reliable and rather tedious to complete. It is not a diagnostic test.

- Pupils who struggle with Maths is a complex problem and there will not be one solution
- Approach should always be multi-dimensional
- The many factors involved will interact, and will interact differently between individuals and, at different times, within the individual
- The first time one learns something is very dominant in the brain therefore the first experiences in maths are very important

- For a pupil who struggles, the early experiences are often full of anomalies
- Success motivates and reduces anxiety
- Anxiety impacts on short term memory and hinders working methods
- Research has found that these pupils hate to fail, they would rather not attempt a question for fear of failure
- Patterns are important because they give security
- These children have poor short term memories and therefore holding instructions, copying and retaining methods is a problem
- Secure knowledge for mathematical memory is very necessary to proceed to the insecure knowledge.

Inchworms and Grasshoppers

Everyone is a bit of each! If one is extreme in one method (especially Grasshoppers) they could probably be Dyscalculic. Dyslexics feel secure being inchworms because it involves working mechanically which is very reassuring for the learner.

However, they struggle with word problems - there are too many variables and you have to think! Checking is pointless because they cannot use a different method, which Grasshoppers are able to do. Inchworms count on fingers to show 9. Grasshoppers show 9 by putting up 10 fingers and subtracting 1. Grasshoppers have the answer in their heads. They get the 'feel', of the answer. They either don't know how they got the answer or don't like to write it down.

What do learners need to be good at maths? (Krutestskii)

- The ability for logical thought and the ability to think in mathematical symbols
- The ability for rapid and broad generalisations of mathematical objects, relations and operations
- Flexibility of mental processes in maths
- Striving for clarity, simplicity, economy and rationality of solutions.

APPENDIX 2

Learning Support Department 'Cause for Concern'

Please complete and return to Learning Support where a LS file will be opened to formalise the 'concern'.

Class:
Pupil:
Date:
CONCERN:
EVIDENCE:
Test results:
Initiated by:
Learning Support File Opened Date:
ACTION TAKEN:

APPENDIX 3

SPECIAL EDUCATIONAL NEEDS - GLOSSARY

Learning Support holds a file of OAASIS information sheets giving full details of the following disorders/learning differences:-

ADD (Attention Deficit Disorder) The essential feature is a short attention span, which may or may not co-exist with hyperactivity.

ADHD (Attention Deficit Hyperactivity Disorder) is a hyperkinetic disorder, characterised by grossly impaired attention and overactivity in all areas of a child's life. It may be a predominantly inattentive type, when attention problems are paramount, or the hyperactive-impulsive type, when hyperactivity and impulsivity are predominant, or a combined type, in which both are equally evident.

ASPERGER'S SYNDROME is occasionally referred to as "high IQ autism", sometimes seen as a variant autism, sometimes as a separate condition. It is characterised by lack of empathy and capacity for social relationships, pedantic speech and preoccupations with special interests. There may be delay in non-verbal development and motor clumsiness.

AUTISM is a pervasive developmental disorder with abnormalities in verbal and non-verbal communication and social interaction. In addition the child is likely to show mannerisms, resistance to change, attachment to unusual objects and acute emotional reactions of excitement.

CEREBRAL PALSY is a permanent disability of movement arising from damage or dysfunction of the brain. Motor impairment affects muscular power and tone as well as posture. There are, broadly, three types:

i) **Spasticity** is a particular kind of muscle stiffness or rigidity. It may involve all four limbs (quadriplegia), one side of the body (hemiplegia) or the lower limbs (diplegia).

ii) **Ataxic cerebral palsy** involves balance, giving rise to an unsteady gait.

iii) **Athetoid cerebral palsy** leads to frequent involuntary movements.

Mixed cerebral palsy includes features of two or more types.

DELICATE. This term is no longer used by the Department of Education. It was defined to include those children who were not otherwise covered by categories listed in the 1959 Handicapped Pupils and Special Schools Regulations who, by reason of impaired physical condition, need a change of environment and cannot, without risk to their health or emotional development, be educated under the normal regime of ordinary schools.

DOWN'S SYNDROME is the most common chromosomal abnormality involving an extra chromosome at position 21. In 19 out of 20 cases the cause is an additional free chromosome arising from an abnormality of cell division. In the remainder (translocation type) the extra chromosome is displaced from a different site.

DYSCALCULIA is the maths equivalent of dyslexia. The two may co-occur.

DYSLEXIA is a marked impairment of the development of reading and spelling which cannot be explained by a general intellectual disability or inadequate care or education (hearing, visual and neurological disorders having been ruled out). There is no universally agreed definition of the term. Some people use the phrase *Specific Learning Difficulty* in place of *Dyslexia* while others use it to mean something a little different.

The Code of Practice on the Identification and Assessment of Special Educational Needs instructs LEAs to use appropriately administered standardised tests to establish whether a child's results are "significantly above his or her attainments in National Curriculum assessments and tests and/or the results of appropriately administered standardised reading, spelling or mathematics tests."

DYSPRAXIA is impaired performance of skilled movements despite abilities within the average range and no significant findings on standard neurological examination.

- i) *Ideational dyspraxia* difficulties with planning a sequence of movements. In the school age child this is usually seen in problems with organising tasks, equipment and ideas.
- ii) *Ideo-motor dyspraxia* is applied to children who know what they want to do but find it hard to do it. Movements are clumsy, slow and awkward.
- iii) *Verbal dyspraxia* is frequently associated with more generalised dyspraxia. The problems may involve muscle groups needed to signal facial expression, which can lead to a child being seen as unresponsive or defiant. Some characteristics of verbal dyspraxia are difficulty in the following: control of the speech apparatus (jaw, lips, tongue etc), sequencing sounds to make a word or sentence, feeding, controlling breathing and the production of sound.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES. There is no absolute definition of this term. Problems are clearer and greater than sporadic naughtiness or moodiness but are not so great as to be classed as mental illness. EBD may be manifest as withdrawn, depressive, aggressive or self injurious tendencies. Children are seen to be on a continuum and whether they are classified as having EBD will depend on the severity, abnormality or cumulative effect of the behaviour.

The term is not usually used to cover delinquent behaviour as such, although many delinquents may have an emotional and behaviour difficulty.

EPILEPSY is present when there is a repeated paroxysmal discharge in the brain producing sudden episodic involuntary alterations of movement or sensory

experience. It is the most common cause of seizures (sudden episodes of loss of muscle power).

HEARING IMPAIRMENT can be classified according to its cause (conductive, sensorineural or mixed) or its degree: mild (15 to 30 dB loss), moderate (30 to 65 dB loss), severe (65 to 95 dB loss) or profound (greater than 95 dB loss). Generalisation from an average loss may, however, be misleading since severity may vary depending on the pitch and tone of the sound. Other factors include problems with background noise. Some children suffer from a loss in a certain range of frequencies (high loss has been associated with reading difficulties). Past hearing loss may lead to continuing problems.

LEARNING DIFFICULTIES refers to significant functional impairment in everyday life. Classification is made complex because there are three systems in use. An IQ is often used as a cut-off point between types of difficulty but this is only one measure and is not to be seen as giving a precise diagnosis.

- i) ***Moderate learning difficulties*** is the least severe form of learning difficulty, children generally having an IQ, very approximately, between 50 and 70.
- ii) ***Severe learning difficulties*** refers to children with an IQ very approximately between 20 and 50.

iii) Profound and multiple learning difficulties usually refers to children with an IQ below 20. As with all measures of learning difficulty, this is an approximate figure. The term ***Profound and Complex Difficulties*** is now more commonly used. There is almost always an associated physical and language problem.

PHYSICAL IMPAIRMENT refers to those physical disabilities which, without action by the school or LEA, limit the child's access to the full curriculum without close adult supervision and/or substantial adaptation of teaching materials or the environment. There is often an associated difficulty in visual perception.

N.B. The use of the terms *impairment* and *disability* here differ from their more common meanings in which impairment implies any physical defect, no matter how slight, and disability refers to an impairment which prevents a person from carrying out activities considered within his/her normal context to be normal.

SPECIFIC DEVELOPMENTAL DISORDERS OF SPEECH AND LANGUAGE include specific delays in articulation and speech sound production, expressive language use and receptive understanding of language.

SPECIFIC LEARNING DIFFICULTIES are problems which are not typical of the child's general level of performance.

TOURETTE'S SYNDROME is characterised by convulsive muscular jerking, inarticulate cries and coprolalia (the emission of obscene utterances) and echolalia (the automatic repetition of sounds heard). The condition is now regarded as present if both motor and vocal tics are present, even if there is an absence of coprolalia.

VISUAL IMPAIRMENT is normally subdivided into blindness and partial sight. Blind children are those whose sight is so defective that they require education by methods not involving the use of the sight. Partially sighted children cannot follow the normal regime of an ordinary school but can be educated by special methods involving the use of sight.

APPENDIX 4

Useful Contacts

Ears

It is important for the G.P. to check a child's hearing for glue ear and high and low frequency losses. This will require a referral to an Audiology Unit attached to a hospital.

Hearing Advanced Practitioner

Alison Holman
Southern Hearing Resource Base
Rush Common School
Hendred Way
Abingdon
Oxon OX14 2AW

Eyes

If, when a child is trying to read, any eye discomfort is suspected, it is worth the child seeking an appointment with an eye specialist who is particularly interested in this field. Help can be sought from:

Optometrist

Keith Holland and Associates
27 St. Georges Road
Cheltenham
Gloucs. GL50 3DT Tel: 01242 233500

N.B. An Optometrist looks at and measures muscle defects. He/she can prescribe spectacles and/or eye exercises and is trained to recognise disease and abnormality. If it is found that the child may benefit from tinted lenses, a coloured overlay is given for a trial period. If, after at least one school term, the child is still finding this beneficial, then a further appointment to investigate the possibility of prescribing tinted glasses can be arranged.

Optometrists will also check on 'convergence' (i.e. that the eyes are 'converging' on letters at a distance of about 12 inches: this ensures the brain receives a single unified picture of the print). They will also check that the eyes 'track' correctly as a line of print is scanned.

Visual Impairment Service

Alice Chenneour Randall
Wheatley Centre
Littleworth Road
Wheatley
Oxon OX33 1PH Tel: 01865 456711

Educational Psychologists

Fiona Burton B.Sc. M.Ed C. Psychol (Chartered Educational Psychologist)
Flagham Cottage
Oaskey
N. Wiltshire. SN16 9TW Tel: 01666 577055

Kathy Sault
Consultant Educational Psychologist
B.Sc. (Hon) PGCE, M.Ed (Educational Psychology)
AFBPS, Chartered Psychologist
Kathy@saultlucia.co.uk

Educational Psychology Service
(Works with children and young people 0-18. Offers individual support for children on the SEN register who experience learning difficulties, or emotional difficulties that act as barriers to learning. Offers support and guidance to school staff working with children with learning and emotional needs. Liaises with CAMHS and other agencies.)

Bryony Landsbert EP bryony.landsbert@oxfordshire.gov.uk
Caroline Rendell EP caroline.rendell@oxfordshire.gov.uk

Speech and Language Therapist

Mrs. J. Blake B.Sc. Cert M.R.C.S.L.T, M.A.S.L.T.I.P., Reg HP
6 Lady Jane Court
Caversham
Reading
Berkshire RG4 5EH Tel: 0118 947 0853

Behaviour Support

Behavioural Support Service (Provides indirect and direct support for primary and secondary pupils with emotional and behavioural problems and support, and advice and guidance for staff working with the pupils.)

Mrs. June White BSS Teacher june.white@oxfordshire.gov.uk

EYSENIT

(Early Years Special Needs Inclusion Teachers working with children 0-5 with SEN or disability and their parents. The Team offers support to staff in early years settings to develop appropriate support strategies. The team can offer support of young children who experience significant developmental delay.)

Judith Hall Judith.hall@oxfordshire.gov.uk

ADHD/ASD

Home School Link Worker

(Offers direct support for local families. Runs support groups for families with a child diagnosed with ADHD/ASD.)

Amanda Jones amandajones279@btinternet.com

CAF/TAC

Locality Coordinator

(Supports all services in area with CAF/TAC processes. Identifies and promotes services to support families. Works with locality services to promote integrated approaches and work force development)

Susan Blake susan.blake@oxfordshire.gov.uk

(Came into school to full brief PMc/SL/CP/DG on her role (May 09)

Special Needs Advisory Services

Rachael Falkner

Rachael.falkner@oxfordshire.gov.uk

(supports schools, SENCOs with all aspects of SEN provision.

Pat Hudson

pat/hudson@oxfordshire.gov.uk

Works across Oxfordshire offering support to referred children with special needs e.g. visual impairment, autism, physical disability and hearing loss.

APPENDIX 5

**SAMPLE INDIVIDUAL EDUCATION
PLAN**

Individual Education Plan

Name			DOB 14/02/2001	Year 4	Class 4J	
Area/s of concern	Literacy		UPN		IEP Number	2
Class Teacher.	Miss R. Jones		Start date	Nov 2009	Review Date	Feb 2010
Supported by	Mrs. D. Gottfried		Proposed Support	2 individual lessons per week	Support began	January 09

<u>Targets</u>	<u>Achievement Criterion</u>	<u>Possible resources and techniques</u>	<u>Possible strategies for use in class</u>	<u>Ideas for support staff</u>	<u>Outcome</u>
1 To sound out the phonemes in a word when writing.	1 Accurate when tested on 3 occasions.	1 Phoneme cards. Wooden or plastic letters. Tape recorded words and phonemes. Games.	1 Set written tasks and remind Caitlin to try to spell words as they sound.	1 Help Caitlin to sound out the phonemes when spelling words. Support writing tasks.	1
2 To apply learnt spelling rules when trying to spell a word.	2 Achieved in 3 pieces of written work.	2 Games. Revision cards. Notes.	2 Check spelling rule is understood. Encourage Caitlin to apply her knowledge to her written work.	2 Use multi-sensory activities to reinforce Caitlin's knowledge of spelling rules.	2
3 To spell commonly used homophones correctly:	3 Words spelled correctly when tested on 3 separate occasions.	3 Worksheets. Card games. Word lists. Computer programs.	3 Encourage Caitlin to proof-read her work after completion to check that the target words are spelt correctly.	3 Use multi-sensory activities to reinforce correct spelling. Check that the word meanings are known by Caitlin.	3
4 To read and spell words containing "soft" c and g.	4 Words correct when tested on 3 separate occasions.	4 Wooden or plastic letters. Workbooks. Card games. Tracking. Dictation. Computer programs.	4 Explain the spelling rule. Make sure Caitlin can read and spell words containing "soft" c and g.	4 Support Caitlin as she compiles and compares lists with "hard" and "soft" c and g.	4
5 To spell all the 'tricky words' on the Nessy Literacy Programme to Stage 9.	5 Words spelled correctly when tested on 3 separate occasions.	5 Worksheets. Card games. Word lists. Computer programs.	5 Encourage Caitlin to proof-read her work after completion to check that the tricky words are spelt correctly.	5 Use multi-sensory activities to reinforce correct spelling.	5

Parent / carer contribution Make sure that words sent home are practised.

Student's contribution To learn spellings sent home and try to use these learnt spellings in independent writing.

Copy for parent / teacher / support / file

Name Caitlin Beattie		Review Date	Feb 2010
Present			
	<u>Targets</u>	<u>Achievement Criterion</u>	<u>Assessment</u>
1	To sound out the phonemes in a word when writing.	1 Accurate when tested on 3 occasions.	1
2	To apply learnt spelling rules when trying to spell a word.	2 Achieved in 3 pieces of written work.	2
3	To spell commonly used homophones correctly:	3 Words spelled correctly when tested on 3 separate occasions.	3
4	To read and spell words containing "soft" c and g.	4 Words correct when tested on 3 separate occasions.	4
5	To spell all the 'tricky words' on the Nessy Literacy Programme to Stage 9.	5 Words spelled correctly when tested on 3 separate occasions.	5
Comments			
Recommendations			
New Aims			
Next Review			

APPENDIX 6

SAMPLE

Recommendations for Differentiation in Class

Name: S. Smith

Specific Learning Difficulty: Dyslexic
Slow speed of handwriting
Weak auditory and visual
memory

- Instructions should be short, simple and clear. Give her time to absorb each part of the instruction. Repeat instructions if necessary (*weak auditory memory*).
- Use handouts to reinforce verbal information.
- Difficulty in grasping new concepts. Needs extra help to make sure that she has understood.
- Encourage her to monitor her own progress (analyse and evaluate her own achievements) rather than relying solely on the judgements of others.
- **NEEDS TO BE REMINDED TO WEAR HER GLASSES** (*weak visual memory*)
- Give plenty of encouragement and praise.

APPENDIX 7

Assessments used for Screening

Please see Assessment Policy for full details of all assessments throughout the school.

APPENDIX 8

In Service Training and Staff Development

Members of the Learning Support Department meet regularly. The LS teachers meet once a week to discuss teaching and progress. Courses that LS staff have attended debrief other members of the department during this meeting.

In addition all members of the LS staff are encouraged to be aware of current research and read the publications subscribed to:-

SENCO Update

SATIPS Special Needs Broadcast

SNIP - Special Needs Information Press

Learning Support Staff attend Insets and externally arranged training courses. A selection of courses attended are:-

2003-

2006 Oxfordshire Early Years Training Courses

2004 Vision In Dyslexia - Prof. J. Stein

2004 Dyslexia in the Classroom - Lee Pascal

2004 Brain Gym - G. Dennison

2005 St. Hughes Cluster Group for SENCOs - regularly twice a year.

2005 IEP ISC Training Course

2005 Developing Pupil's visualisation skills - Mary Mountstephen

2005 Speech and Language/Social Skills - Alison Schroeder

2005 Special Educational Needs Exhibition London

2005 Visit Chandlings School, Abingdon

2005 Dyscalculia - Prof. B. Butterworth

2006 Teaching the Brain to Read - Duncan Milne Neuropsychologist

2006 Learning Works - 'Dyslexia Conference' - regularly attended

2007 Oxfordshire Speech and Language Course

2007 Oxfordshire SENCO course on ECM and CAF

2007 Visit to Victor Scrooby (Paediatric Optometrist)

2007 Dyscalculia - The British Dyslexia Association

2008 Mathematics Conference - St. Albans

2009 The Manor hosted SENCO cluster group

2009 Inaugural Dyscalculia Conference

2009 Working Memory and Learning - Identifying and supporting children
Prof S. Gathercole

2009 Moving Dyslexia as a Barrier to Achievement - Neil Mackay

2009 Why can't they learn? Rising to the Challenge - Dr. G. Price

2009 Hands On - Mindmapping - Sharon Goldie ianyst

2009 Dyspraxia - What is it and how to help - Sian Wilson (OT)

2009 Relate Course - Working with Children of divorced and separated
Families

2009 Visited Keith Holland, Behavioural Optometrist - Cheltenham

APPENDIX 9

Use of Laptops and Computer

Pupils with specific learning difficulties are encouraged to use a laptop or computer. They are taught how to touch type enabling them reach a level of at least 25 words per minute.

In Years 5 and 6, if a pupil has shown very real problems in writing, and she has reached the recommended 25 words per minute, it may be possible for her to use a laptop for all her school work. If this is allowed the pupil will need to:

- Be able to use the laptop independently
- Know how to use a memory stick
- Know how to save her work
- Know how to print out her work
- Know how to recharge her laptop

The school has two touch typing programmes available for all pupils:-

Type to Learn
Nessy Fingers

As part of the Year 3 ICT curriculum, girls are taught touch typing using the Nessy Fingers programme.

All pupils are encouraged to practise their touch typing skills, particularly in their class ICT lessons.

There is a weekly Touch Typing club held as an after school club.

The Learning Support Department has six laptops for the use of the Learning Support pupils. The pupils can reinforce their learning using a variety of programmes. (see section 7.3)

APPENDIX 10

Extra time in Examinations

- Pupils are allowed extra time in school and external examinations if there is a specific recommendation by an educational psychologist.
- All pupils granted extra time are given personalised guidelines in making good use of the time allocated.
- In order to organise special examination arrangements for the identified year 6 pupils, the Learning Support Manager will liaise with the Heads of Learning Support or Registrars of the chosen schools.

APPENDIX 11

OLIVIA INDIVIDUAL LEARNING SUPPORT

<u>Targets to be achieved</u>	<u>Achieved</u>
<ol style="list-style-type: none"> 1. To make a consistent effort to bring all books and equipment required to lessons. 2. To show understanding of the text which she has read. 3. To answer inferential comprehension questions. 4. To apply learnt spelling rules when trying to spell a word. 5. To think about and try to understand the task before starting it. 	<p>Working towards</p> <p>Achieved</p> <p>Working towards</p> <p>Working towards</p> <p>Working towards</p>
<p><u>Target 1</u> Olivia is becoming more organised and she is taking more responsibility for her own learning. It has been a pleasure to see her really enjoying reading and often doing more reading than what has been set for homework. Well done!</p>	
<p><u>Target 2</u> She is able to recall the stories she has read. I am pleased with some excellent mind maps and list of words she has made to help her with this target.</p>	
<p><u>Target 3</u> Olivia's inferential comprehension is improving. We have covered a number of exercises to help her with this and she needs to hold what she has said in her verbal answers so that she can write it down clearly.</p>	
<p><u>Target 4</u> Olivia works very diligently in her spelling tests and she nearly always gets 100% in her tests. She must remember to retain these when doing her own writing.</p>	
<p><u>Target 5</u> Olivia needs to be able to organise her thought so she can recore a story in sequence and write up science experiments. Making a plan using key words will help Olivia break these exercises into manageable tasks.</p>	
<p><u>Next steps</u> I am very pleased with the progress Olivia has made this year. She always gives her best and she is a pleasure to teach. Olivia will benefit from individual lessons in Year 5 where she will be moving round more in her lessons and it will be even more essential for her to remember the correct equipment for each subject.</p>	

APPENDIX 12 - LEARNING SUPPORT DEPARTMENT JOB DESCRIPTIONS



JOB DESCRIPTION

Name:	Diana Gottfried
Job Title:	Learning Support Manager and Teacher of Learners with Specific Learning Difficulties
Line Manager:	Deputy Head

Primary Responsibilities:

Aims:

To manage the Learning Support Department to ensure staff throughout the school are given guidance and support in all aspects of Special Needs Education:-

1. To work closely with the Learning Support Teachers and Class Teachers to identify those children falling below a specified level and seen to require specialist teaching by the department.
2. To manage the Learning Support Department to ensure all resources, including IT hard and software and practices are in place to provide the optimum structured and multi-sensory specialist teaching within the department.
3. To provide a secure confidential communication network throughout the school giving up-to-date information on those children identified as having a specified concern.
4. To increase teachers' awareness of those children identified with specific needs and to encourage teachers to differentiate within their lessons to accommodate these needs to maximise learning potential.
5. To communicate with all outside bodies e.g. Educational Psychologists, Optometrists, Speech Therapists etc.
6. To manage the Statement Review process of identified children.

Areas of Responsibility

1. To prepare and update the Special Needs Register.

2. To work closely with the Learning Support Teachers and Class Teachers to co-ordinate the Learning Support teaching throughout the school.
3. To co-ordinate assessments that identify individual children's strengths and weaknesses using the department's diagnostic and standardised tests, liaise with the team and make appropriate recommendations based on results and evidence provided by class teachers.
4. To prepare Individual Education Plans and ensure an Individual Education Plan is written for all children receiving support within the department.
5. To liaise with SLT members to ensure timetables are prepared for children identified as requiring support at the beginning of the year and up date the timetables throughout the terms as required.
6. To maintain a 'File of Concern' for children with identified difficulties.
7. To maintain Individual Learning Support Pupil files.
8. To meet with the Learning Support Teachers weekly to review children's needs and teaching strategies.
9. To maintain communication with parents, attend parents evenings as necessary, or hold individual meetings in order to provide progress reports and offer encouragement and practical advice about strategies to help support their children.
10. Attend Departmental meetings to assist with communication process.
11. Set up meetings with subject teachers to maintain links between lessons being taught in class and those within the Learning Support Department in order to provide optimum support lessons.
12. Meet with Headteacher to discuss progress of department, whether within Learning Support Team meetings or at individual meetings.
13. To be holder, liaising with Learning Support Team, of SENCO budget in order to manage the resources required to provide optimum Learning Support throughout the school.
14. To provide data as required and specifically for the termly meetings of The Learning Support Consultation Group with SLT and Subject Teachers.
15. Liaise with SEN Governor as necessary and invite to specific meetings.
16. To keep up to date with new research and development in the field of Learning Support. Keep library of resources and circulate, as necessary, to teaching staff.
17. To maintain membership of A. British Dyslexia Association, B. Helen Arkell Dyslexia Centre and C. Nasen.
18. To attend conferences and courses, along with Learning Support Team, to keep up to date with Learning Support Teaching techniques.



JOB DESCRIPTION

Name:	Sarah Heyworth
Job Title:	Part-time Learning Support Teacher
Line Manager:	Special Needs Department Manager

Primary Responsibilities:
<p>Aims</p> <ol style="list-style-type: none"> 1. To work with the Learning Support Manager and class and subject teachers to identify children's learning difficulties as early as possible to avoid those difficulties leading to failure and low self-esteem. 2. To offer extra Learning Support to children to help them to find strategies of learning things that they find difficult, the main emphasis being on structured, cumulative multi-sensory teaching. 3. To increase Yrs 3-6 school teachers' awareness of children's individual strengths and weaknesses and to encourage teachers to differentiate within their lessons to accommodate these differences. <p>Areas of Responsibility</p> <ol style="list-style-type: none"> 1. To help prepare and update the Special Needs Register for all children in Yrs 3-6. 2. To work closely with Learning Support Manager, Yrs 3-6 teachers to co-ordinate the Learning Support teaching throughout the school. 3. To assess individual children's strengths and weaknesses using diagnostic and Standardised tests and make recommendations based on results and evidence provided by subject leaders. 4. To support the Learning Support Manager in compiling reports on pupils with specific learning difficulties. 5. To prepare an Individual Education Plan twice each year, for every child at support levels 2 and 3; these to include three/four targets agreed with the class teacher and reviewed in February and June. 6. To prepare timetables of lessons for spelling groups in years 5 and 6 and children at levels 2 and 3 including individual, paired or group lessons, or a combination of support as appropriate.

7. To negotiate children's Learning Support lessons with Yrs 3-6 teachers to ensure that each child is taught mainly within the class and access to the full curriculum.
8. To be responsible for the Special Needs teaching in Yrs 3-6 ensuring that it is lively, fun, challenging and appropriate.
9. To work with and support regularly children with specific learning difficulties in Yrs 3-6.
10. To help maintain a "File of Concern" for children at Level 1 in Yrs 3-6. To review this half-termly with the appropriate subject teacher and Head of Department. The Headmaster should be informed of any decisions.
11. To maintain Individual Student Files containing details of diagnostic assessments, Educational Psychological, Optometrist or other external professional reports.
12. To meet weekly to talk through children's needs and teaching strategies with the Learning Support Team.
13. To arrange meetings, through the class teacher, and maintain regular contact with parents of children having Learning Support lessons. Attend parents' evenings and offer parents encouragement and practical advice about strategies to help support their children.
14. To help prepare and present data and update information, at the termly meetings of The Learning Support Consultation Group.
15. To attend relevant courses and share knowledge gained from these with staff in Yrs 3-6.
16. To support and advise Learning Support Manager in her 1 to 1 teaching and writing Individual Education Plans.



JOB DESCRIPTION

Name:	Sara Hornby
Job Title:	Learning Support Assistant
Line Manager:	Learning Support Manager

Primary Responsibilities:

Aims:

To work with and under the direction of the Class Teacher and the Learning Support Teacher to support children's learning within the classroom setting.

Key Areas of Responsibility:

- **Support Identified pupils in the classroom** - To help identified SEN pupils access the curriculum in specified lessons which have previously been agreed with both teachers and parents. Where appropriate, support to be given to a single pupil, paired pupils, or group of pupils.
- **Knowledge of pupil's SEN** - to have full understanding of the pupil's Special Educational Needs looking carefully at the pupil's file especially at any professional assessments e.g. Educational Psychologist's Report, Speech Therapist's report.
- **Liaise with Learning Support Teacher** - to have regular meetings with the LS Teacher in order to put strategies and methods learnt during the pupil's individual lessons into practice in the classroom.
- **Follow the direction of the Class Teacher** - be aware of the objectives and aims of the lesson being supported and use initiative and sensitivity in supporting the pupil to achieve these. To occasionally take the pupil(s) out of the classroom to work when appropriate.
- **Help the pupil to access the curriculum** - helping the pupil to stay on task and assist with reading, understanding and recording their work.
- **Help the pupil with their personal organisation** - to assist with the pupil's organisation through the day as appropriate.
- **Work with other professionals** - this will cover the interactions and relationships with other professionals and agencies associated with the school e.g. Speech Therapist, Occupational Therapist. To attend individual sessions with the pupil as required in order to support exercises, methods and strategies in the classroom setting.
- **Liaise effectively with parents** - to communicate with parents both face-to-face and through the home/school diary. To give feedback to the Learning Support Teacher/Class Teacher.
- **Record keeping** - complete the In-Class Support Sheet on the support given to the

individual pupil recording - lesson objective, resources used, observations and future actions/thoughts. Record time spent with individual pupils. Make an entry in the home/school diary to be sent home in the pupil's green reading bag.

- **Supporting the development and effectiveness of team work** - to maintain effective team working within the school environment and the maintenance of effective relationships.



JOB DESCRIPTION

Name:	Jane John
Job Title:	Learning Support Assistant
Line Manager:	Learning Support Manager

Primary Responsibilities:

Aims:

To work with and under the direction of the Class Teacher and the Learning Support Teacher to support children's learning within the classroom setting.

Key Areas of Responsibility:

- **Support Identified pupils in the classroom** - To help identified SEN pupils access the curriculum in specified lessons which have previously been agreed with both teachers and parents. Where appropriate, support to be given to a single pupil, paired pupils, or group of pupils.
- **Knowledge of pupil's SEN** - to have full understanding of the pupil's Special Educational Needs looking carefully at the pupil's file especially at any professional assessments e.g. Educational Psychologist's Report, Speech Therapist's report.
- **Liaise with Learning Support Teacher** - to have regular meetings with the LS Teacher in order to put strategies and methods learnt during the pupil's individual lessons into practice in the classroom.
- **Follow the direction of the Class Teacher** - be aware of the objectives and aims of the lesson being supported and use initiative and sensitivity in supporting the pupil to achieve these. To occasionally take the pupil(s) out of the classroom to work when appropriate.
- **Help the pupil to access the curriculum** - helping the pupil to stay on task and assist with reading, understanding and recording their work.
- **Help the pupil with their personal organisation** - to assist with the pupil's organisation through the day as appropriate.
- **Work with other professionals** - this will cover the interactions and relationships with other professionals and agencies associated with the school e.g. Speech Therapist, Occupational Therapist. To attend individual sessions with the pupil as required in order to support exercises, methods and strategies in the classroom setting.
- **Liaise effectively with parents** - to communicate with parents both face-to-face and through the home/school diary. To give feedback to the Learning Support Teacher/Class Teacher.
- **Record keeping** - complete the In-Class Support Sheet on the support given to the

individual pupil recording - lesson objective, resources used, observations and future actions/thoughts. Record time spent with individual pupils. Make an entry in the home/school diary to be sent home in the pupil's green reading bag.

- **Supporting the development and effectiveness of team work** - to maintain effective team working within the school environment and the maintenance of effective relationships.



JOB DESCRIPTION

Name:	Sue Lucas
Job Title:	Pre-Prep Learning Support Teacher (SENCO)
Line Manager:	Special Needs Department Manager

Primary Responsibilities:

Aims

1. To work within the Special Needs team, and with class teachers to identify children's learning difficulties as early as possible to avoid those difficulties leading to failure and low self-esteem.
2. To offer extra Learning Support to children to help them to find other ways of learning things that they find difficult, the main emphasis being on structured, cumulative multi-sensory teaching.
3. To increase teachers' awareness of children's individual strengths and weaknesses and to encourage teachers to differentiate within their lessons to accommodate these differences.

Areas of Responsibility

1. To help prepare and update the Special Needs Register for all children in the Pre-Prep.
2. To work closely within the Special Needs team and class teachers to co-ordinate the Learning Support teaching throughout the school.
3. To assess individual children's strengths and weaknesses using diagnostic and Standardised tests and make recommendations based on results and evidence provided by class teachers.
4. To prepare an Individual Education Plan twice each year, for every child at support levels SA and SA+; these to include three/four targets agreed with the class teacher and reviewed in February and June.
5. To prepare timetables of lessons for spelling groups, and children at levels SA and SA+ including individual, paired or group lessons, or a combination of support as appropriate.
6. To plan children's Learning Support lessons with class teachers and to ensure that each child is taught mainly within the class and has access to the full curriculum.

7. To be responsible for the Special Needs teaching in the Pre-Prep ensuring that it is lively, fun, challenging and appropriate.
8. To help maintain a "File of Concern" for children at level 1. To review this half-termly with the appropriate class teacher and Head of Department.
9. To work with and support regularly children with specific learning difficulties in each Pre-Prep School class.
10. To maintain Individual Student Files containing details of diagnostic assessments, Educational Psychological, Optometrist or other external professional reports. To move these through the cabinet in year groups so that they are available for reference by teachers.
11. To meet daily with the Special Needs Manager and to support her teaching and professional role within the school. To meet weekly to talk through children's needs and teaching strategies with the manager and learning support assistant.
12. To arrange meetings, through the class teacher, and maintain regular contact with parents of children having Learning Support lessons. Attend parent evenings and offer parents encouragement and practical advice about strategies to help support their children.
13. To help prepare and present data and update information, at the termly meetings of the Learning Support Consultation Group.
14. To attend relevant courses and share knowledge gained from these with Pre-Prep School staff.
15. To administer, in consultation with the Learning Support Manager, a Reading Recovery programme for Y1-Y3 pupils (other staff may also be used in the delivery of the programme).



JOB DESCRIPTION

Name:	Elizabeth Moynagh
Job Title:	Part-time Learning Support Teacher (Yrs 3-6 SENCO)
Line Manager:	Special Needs Department Manager

Primary Responsibilities:

Aims

4. To work with the Learning Support Manager and class and subject teachers to identify children's learning difficulties as early as possible to avoid those difficulties leading to failure and low self-esteem.
5. To offer extra Learning Support to children to help them to find strategies of learning things that they find difficult, the main emphasis being on structured, cumulative multi-sensory teaching.
6. To increase Yrs 3-6 school teachers' awareness of children's individual strengths and weaknesses and to encourage teachers to differentiate within their lessons to accommodate these differences.

Areas of Responsibility

17. To help prepare and update the Special Needs Register for all children in Yrs 3-6.
18. To work closely with Learning Support Manager, Yrs 3-6 teachers to co-ordinate the Learning Support teaching throughout the school.
19. To assess individual children's strengths and weaknesses using diagnostic and Standardised tests and make recommendations based on results and evidence provided by subject leaders.
20. To support the Learning Support Manager in compiling reports on pupils with specific learning difficulties.
21. To prepare an Individual Education Plan twice each year, for every child at support levels 2 and 3; these to include three/four targets agreed with the class teacher and reviewed in February and June.
22. To prepare timetables of lessons for spelling groups in years 5 and 6 and children at levels 2 and 3 including individual, paired or group lessons, or a combination of support

as appropriate.

23. To negotiate children's Learning Support lessons with Yrs 3-6 teachers to ensure that each child is taught mainly within the class and access to the full curriculum.
24. To be responsible for the Special Needs teaching in Yrs 3-6 ensuring that it is lively, fun, challenging and appropriate.
25. To work with and support regularly children with specific learning difficulties in Yrs 3-6.
26. To help maintain a "File of Concern" for children at Level 1 in Yrs 3-6. To review this half-termly with the appropriate subject teacher and Head of Department. The Headmaster should be informed of any decisions.
27. To maintain Individual Student Files containing details of diagnostic assessments, Educational Psychological, Optometrist or other external professional reports.
28. To meet weekly to talk through children's needs and teaching strategies with the Learning Support Team.
29. To arrange meetings, through the class teacher, and maintain regular contact with parents of children having Learning Support lessons. Attend parents' evenings and offer parents encouragement and practical advice about strategies to help support their children.
30. To help prepare and present data and update information, at the termly meetings of The Learning Support Consultation Group.
31. To attend relevant courses and share knowledge gained from these with staff in Yrs 3-6.
32. To support and advise Learning Support Manager in her 1 to 1 teaching and writing Individual Education Plans.



JOB DESCRIPTION

Name:	Sara Organ
Job Title:	Learning Support Assistant
Line Manager:	Learning Support Manager

Primary Responsibilities:

Aims:

To work with and under the direction of the Class Teacher and the Learning Support Teacher to support children's learning within the classroom setting.

Key Areas of Responsibility:

- **Support Identified pupils in the classroom** - To help identified SEN pupils access the curriculum in specified lessons which have previously been agreed with both teachers and parents. Where appropriate, support to be given to a single pupil, paired pupils, or group of pupils.
- **Knowledge of pupil's SEN** - to have full understanding of the pupil's Special Educational Needs looking carefully at the pupil's file especially at any professional assessments e.g. Educational Psychologist's Report, Speech Therapist's report.
- **Liase with Learning Support Teacher** - to have regular meetings with the LS Teacher in order to put strategies and methods learnt during the pupil's individual lessons into practice in the classroom.
- **Follow the direction of the Class Teacher** - be aware of the objectives and aims of the lesson being supported and use initiative and sensitivity in supporting the pupil to achieve these. To occasionally take the pupil(s) out of the classroom to work when appropriate.
- **Help the pupil to access the curriculum** - helping the pupil to stay on task and assist with reading, understanding and recording their work.
- **Help the pupil with their personal organisation** - to assist with the pupil's organisation through the day as appropriate.
- **Work with other professionals** - this will cover the interactions and relationships with other professionals and agencies associated with the school e.g. Speech Therapist, Occupational Therapist. To attend individual sessions with the pupil as required in order to support exercises, methods and strategies in the classroom setting.
- **Liase effectively with parents** - to communicate with parents both face-to-face and through the home/school diary. To give feedback to the Learning Support Teacher/Class Teacher.
- **Record keeping** - complete the In-Class Support Sheet on the support given to the individual pupil recording - lesson objective, resources used, observations and

future actions/thoughts. Record time spent with individual pupils. Make an entry in the home/school diary to be sent home in the pupil's green reading bag.

- **Supporting the development and effectiveness of team work** - to maintain effective team working within the school environment and the maintenance of effective relationships.



JOB DESCRIPTION

Name:	Jane Tracey
Job Title:	Learning Support Assistant
Line Manager:	Learning Support Manager

Primary Responsibilities:

Aims:

To work with and under the direction of the Class Teacher and the Learning Support Teacher to support children's learning within the classroom setting.

Key Areas of Responsibility:

- **Support Identified pupils in the classroom** - To help identified SEN pupils access the curriculum in specified lessons which have previously been agreed with both teachers and parents. Where appropriate, support to be given to a single pupil, paired pupils, or group of pupils.
- **Knowledge of pupil's SEN** - to have full understanding of the pupil's Special Educational Needs looking carefully at the pupil's file especially at any professional assessments e.g. Educational Psychologist's Report, Speech Therapist's report.
- **Liase with Learning Support Teacher** - to have regular meetings with the LS Teacher in order to put strategies and methods learnt during the pupil's individual lessons into practice in the classroom.
- **Follow the direction of the Class Teacher** - be aware of the objectives and aims of the lesson being supported and use initiative and sensitivity in supporting the pupil to achieve these. To occasionally take the pupil(s) out of the classroom to work when appropriate.
- **Help the pupil to access the curriculum** - helping the pupil to stay on task and assist with reading, understanding and recording their work.
- **Help the pupil with their personal organisation** - to assist with the pupil's organisation through the day as appropriate.
- **Work with other professionals** - this will cover the interactions and relationships with other professionals and agencies associated with the school e.g. Speech Therapist, Occupational Therapist. To attend individual sessions with the pupil as required in order to support exercises, methods and strategies in the classroom setting.
- **Liase effectively with parents** - to communicate with parents both face-to-face and through the home/school diary. To give feedback to the Learning Support Teacher/Class Teacher.
- **Record keeping** - complete the In-Class Support Sheet on the support given to the individual pupil recording - lesson objective, resources used, observations and

future actions/thoughts. Record time spent with individual pupils. Make an entry in the home/school diary to be sent home in the pupil's green reading bag.

- **Supporting the development and effectiveness of team work** - to maintain effective team working within the school environment and the maintenance of effective relationships.

Subject: Learning Support

Subject Leader's Name: Diana Gottfried

AREAS FOR DEVELOPMENT WITHIN YOUR SUBJECT AREA

A) Areas for Development 2008/9

Target	Why?	Action	Rough Cost	Time Scale	Success Criteria
Prepare all relevant information/statistics for management to make decision regarding staffing of department to support pupils in pre-prep who are identified with specific weaknesses to enable them to progress and access the curriculum.	Should pre-prep pupils - who are too young to have formalised assessment to diagnose dyslexia etc., have individual paid lessons to allow them to access the full curriculum and progress through the school. Considering free support up from Reception to Y2.	Department carrying out investigation and preparing appropriate information in order to present to headmaster for governors' meeting.	No cost for gathering information however does have possible cost implications to school if implemented	By Jan 09	Decision made by Governing Body.
Review the support requirements throughout the school and allocate appropriate teaching support to make dept. cost effective.	Areas within school which have most need are appropriately covered by teaching hours available.	Continually revise timetables and prioritise if necessary.	Depending upon agreed support - and how this is given and by who.	Beg. of each term	Support is provided in the most cost effective way.
To use PASS effectively to indentify weak pupils.	To ensure pupils do not 'slip through the net' and appropriate support is implemented a.s.a.p. to help them progress.	Once assessment grades on PASS to use information and put into action support.	As above.	After Assess-Ments.	Pupils being identified.
Continue to identify appropriate training to develop team skills.	To learn new techniques etc. Keep up-to-date with current trends.	Identify courses/conferences	Training Budget - varies	Whole period	Review courses and feed back to rest of dept. and/or school.

Review Handwriting policy	Handwriting linked with weak spelling	Be responsible for issuing materials and assist with identifying pupils and supporting teaching of handwriting skills. Yr 4 upwards where no formal handwriting lessons take place.	Minimal - in resources - cost Of teaching/ Admin time.	Whole period	
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B) Longer Term Areas for Development within your subject area Sept 2009-2012

Target	Why?	Action	Rough Cost	Time Scale	Success Criteria
Study Skills available for those pupils with poor organisational skills and lack of concentration.	To start to address problems earlier to help pupils prepare for final exams in year 6.	Provide support - either in groups or individually - possibly have support materials available for pupils.	Time of staff and minimal Resource costs	By Sept. 09	Pupils have appropriate skills to enable them to revise and work effectively and independently.
Touch Typing lessons	Essential skill for all pupils. Pupils need to be taught how to touch type from early age.	Teach individual pupils - but school needs to consider timetabling for all pupils.	Teaching Time on timetable	By Sept. 09	By year 6 pupils are able to touch type at approx 20 w.p.m.
Review assessment materials	New programmes/resources Continually being produced - need to keep up-to-date with all assessments to use most cost effective and productive.	To be aware of new assessments and obtain trial programmes.	Varies	Whole period	Pupils assessed quickly and efficiently and appropriate support implemented.

Keep close links with professionals - speech therapy, ed. psychologists, physiotherapists, hearing impairment, emotional behavioural etc.	Dept. must be aware of what help is available - continue to liaise with colleagues in other local prep schools to pool knowledge/resources.	Keep register of contacts.	No cost	Whole period	When specific problem is identified be able to implement necessary support.
Keep ICT programmes up to date for support pupils.	ICT for learning support pupils is a very valuable but expensive tool and needs to be used to its optimum to be cost effective.	All L/S pupils are using appropriate ICT programmes.	Depends upon cost of programmes	Whole period	Pupils can access learning independently - pupils who need will progress with ICT input - excellent for improving their ICT skills which will be invaluable as they progress through their schooling.

APPENDIX 14

ASSESSMENT DAY RECORD SHEET

Name	
Date of Birth	
Age Today	
Present School	
Proposed Date of Entry	

<u>Social skills:</u>
<u>Communication skills:</u>
<u>Interests:</u>
<u>Reading:</u>
<u>Writing:</u>
<u>Spelling:</u>
<u>Maths Oral:</u>
<u>Maths Written:</u>
<u>Recommendations:</u>

Completed by: Date:

APPENDIX 15

Mr. and Mrs.

14th September 2009

Dear Mr. and Mrs.,

We have now organised Matilda's learning support package for this year. Matilda will be having individual support lessons with Mrs. Heyworth on:-

Wednesday Period 5 out of French

Friday Period 5 out of Library

*During the other French lesson Matilda will attend the Learning Support Classroom and use the computer programmes to assist her learning.

Mrs. Tracey, Learning Support Assistant, will be supporting Matilda in class on:-

Monday Periods 7 and 8 English

Tuesday Period 3 and 4 English

Wednesday Period 3 and 4 English and Period 5 out of French*

Friday Period 1 English

In addition to these times Matilda will be supported on a very regular basis with her reading.

The cost of this support package is as follows:-

5 hours in class support @ £12 per hour = £60

2 individual lessons @£23 per 30 min lesson = £46

Total cost of package per week = £106

Mrs. Tracey has been appointed to specifically work with Matilda. I must point out to you that unless there is a specific reason in school why Matilda is unable to have support e.g. a sporting event such as an Inter House Sports Activity or school trip as stated in the school calendar, you will be billed for any other time support cannot be given such as Matilda not being in school due to illness.

We will be writing Matilda's Individual Education Plan during the first half of term and a copy will be sent to you outlining the targets she is working towards. Please do come and see me if you would like to discuss anything regarding the support Matilda is receiving or if you have any worries.

If you are happy with these arrangements I should be grateful if you would sign and return the extra copy of this letter.

Yours sincerely,

Diana Gottfried

Learning Support Manager

We accept the arrangements for this term's learning support lessons.

Signed Date.....

APPENDIX 16 - RESOURCES

PRE-TARGET LEVEL

GAMES

Memory Training
Remember, Remember H.E.L.P. game
Whole words and pictures to build sentences
Silly sentences DK games - Lower School
Big Jig Saw Puzzles x2 50 piece
Longman sentence building 4 folders

ALPHABET

Letter sorting and matching kit (green box) x2
Alphaplaques Phillip and Tracey (blue box)
Letter recognition - word making set x2 (orange box)
Alphabet puzzle from 3 years
Assorted plastic letter
Set of large (3 inch) capital letters
Primary plastic letters lower case Philip and Tacey
5 Rainbow Sheets
Victory Alphabet puzzle (large red box)
Rubber Stamps capitals and lower case blue and orange
B d p confusion
Lotto game - Sue Lucas' handmade game
Alphabet tactile sound cards
Betty root card game
Philip and Tacey Vowel and digraph word completion slides (pink box)

SHORT VOWEL WITH LONG SOUND

First 12 key words
Sue Lucas' handmade games (2) of vowels
First 12 key words
Oval tin - sight 100 words
CVC words
LEGO word building
Easy learn - Nat Lit - Word cards - High frequency (flash cards)

'SH' 'TH' 'CH'

Initial and final
HELP educational match and rhyme dominoes
HELP 'Glug' game
Hand coloured cards for blends

SPELLING TARGET LEVEL 1

CVC basic words
Smart chute

Paper chains LDA
Easy learn - match it (2)
Bingo game
Short vowel sound sorting box Philip and Tacey (pink box)
Phonic Alphabet activity sets x2
SHORT 'A'
SHORT 'E'
SHORT 'I'
SHORT 'U'
Picture word dominoes (Galt)
Busy Bee Word Games 1-3

SPELLING TARGET LEVEL 2

Next 20 key words (set 3)
Brenda's oval tin - sight 100
Small pack brown cards - sight words

SPELLING TARGET LEVEL 3

Next 20 key words (set 4)
Brenda's oval tin - sight 100 words
'll' - 'ff' etc
Easy Learn Match It (40)
'ang' 'ong' 'ung' etc
Handmade assimilation game

MIXED REVISION

Word endings game (handmade - yellow pack)

'I' INITIAL BLENDS (ETC.) SELECT FOR BLEND REQUIRED

Red bag with felt shapes
'or'
Reading Made Easy - Egon book 5
'nd' 'nt' etc. endings
Final sounds - Smart Chute

SPELLING TARGET LEVEL 4

Magic 'e'
Busy Bee (Made by Sue Lucas)
Easy learn - match it (7)
Mixed Revision
See Saw Bingo (plastic folder) x2
Game - word sums
Easy learn - match it (6)
Consonant digraphs and long consonant blends
Compound words
Blank jig saw pieces for word building
High frequency words plastic tiles/whole words velcro backed (numbers, months, days of week, colours grouped)

SPELLING TARGET LEVEL 5

'oo' 'ai'

Easy Learn - match it (8)

INITIAL BLENDS SH TH CH

Sue Lucas' handmade games (4)

Initial digraph activity cards (brown box) x2

'St' 'ck' etc

Easy Learn - match it (5)

'sh' Reading Made Easy - Egon book 6

'ch' Reading Made Easy - Egon book 7

'ck' Reading Made Easy - Egon book 1

'ee' Reading Made Easy - Egon book 2

'oo' Reading Made Easy - Egon book 3

'ar' Reading Made Easy - Egon book 4

MEDIAL VOWEL DIGRAPHS

Word Buster Game (handmade)

BLEND BEGINNINGS

Smart chute Blend beginnings

SPELLING TARGET LEVEL 6

Revision

Rhyme and Dominoes LDA

Word building (syllables) game

VOWEL DIGRAPH

Scoop! - H.E.L.P. game

'ar'

'er' 'or'

Odd words and word sums

CH AND SH

Sue Lucas' handmade game

COMPUTER IT PROGRAMMES:

COPs,

Dyslexia Screener

LASS

Word Shark 4

IEP Writer No. 3

Nessy Literacy Programme - Literacy and Touch Typing

Star Spell

Eye Track

Collins Rapid Maths

Units of Sounds

RESOURCES (additional new resources)

SPELLING:

3 lettered words (ages 5-8)

What's Gnu?

Rhyming game - Slug in a Jug (5-10)

Making Words Shape (5+)

Making words snap (7+)

Constant Cluster Dominoes

MATHS:

Fraction Action snap (7+)

Maths Snap Plus (8+)

Four function Snap (8+)

Tell the time snap (5+)

Times Tables Snap (7+)

The Game of Ladybirds (3-7) - counting game

FINE MOTOR SKILLS:

Pull the String (3+)

Trilemma (6+) - a multi level numeracy game

Compare Bears Game

Tapes for Tape recorders

BOOKS:

Looking and Thinking Books - 1-5

Key Stage 2 Prepare Reading Prepare English Q and A

Stories for Thinking by Robert Fisher

Games for Thinking

Poems for Thinking

Smart Phonics (Manual 2 and 3)

Blends and magic e

SWAP GAMES:

Phonological Awareness Training Books

Smart Chute Games (Maths and Literacy)

Collins 1-5 Practice in the Basic Skills - English

New Reading and Thinking books 1-6

100 Ideas for Supporting Pupils with Dyslexia

100 Ideas for Teaching Thinking Skills

Neil Mackay - Removing Dyslexia as a Barrier to Achievement

How to write like a Writer by Bob Hext

Selection - Barrington Stokes reading books with cream paper

East Learn books

APPENDIX 17

Learning Support Record Sheet – Autumn Term 2009

Name:

Date	Target 1	Target 2	Target 3
<p>..... GPI</p>	<p>Activities:</p>		
	<p>Comments:</p>		
<p>..... GPI</p>	<p>Activities:</p>		
	<p>Comments:</p>		
<p>..... GPI</p>	<p>Activities:</p>		
	<p>Comments:</p>		

APPENDIX 17

In Class Support Sheet

Class.....

September 2009

Date.....

Support Group/Individual
Lesson Objective
Resources
Observations
Future Actions/Thoughts

APPENDIX 18

Guidelines for sharing books and listening to children read

Listening to your child read at home is the most effective way for parents to help with reading skills.

- Choose an agreed time when you both want to read if possible as unwillingness on either side is unlikely to be very helpful or productive.
- Try to sit comfortably alongside your child in surroundings that are free from distraction.
- If it is a new book talk about why your child chose it. Who is the author? Has he/she read other books by this author? What do they think it is going to be about? For a younger child look at the picture on the front cover. Always read the 'blurb' at the back of the book.
- If it is a book that he/she has already started reading, then ask what has happened so far. Finish this introduction by asking what they think might happen next.
- From time to time during the reading at suitable points ask what might happen next. (Occasionally you could make an unrealistic prediction so the child has the fun of being right!)
- Sharing the reading, a paragraph each, or a page each can be helpful if your child is tired.
- To shadow read with a child is very beneficial. Both you and your child read simultaneously with you taking the lead. Once your child has gained confidence you can lower the volume of your voice and lag a little behind so that your child is taking the lead. If you can look ahead and see a word that you know your child may struggle with, read at same pace and give the word.
- When an older child is struggling with the length of a book it is always advisable for the parent to read quite a few pages. This helps the child to enjoy the story and avoids the book taking too long to finish. It is most important a child gains the real pleasure of reading!

If your child encounters a difficult word, give him/her 5-7 seconds to work it out. Then there are several options, depending on the word:-

1. Get the child to break the word into syllables e.g. sud/den/ly or fan/tas/tic. He/she can cover part or parts of the word with a marker as he/she breaks down the word.
2. Ask the child to look at and sound out the initial consonant blend e.g. fr in the word fright or str in strength.
3. Prompt the child to look at any pictures for clues to the meaning.
4. Re-read or get him/her to re-read the sentence fluently up to the problem word and see if he/she is able to make use of the context of meaning to anticipate the word.
5. Watch punctuation - make sure the child pauses at full stops and does not run sentences together.

APPENDIX 19

Spelling with Visualisation

Purpose: This activity is designed to use a true multi-sensory approach to the learning of spelling, with an emphasis on visualisation skills.

- Look through your child's work books and compile a list of words that are consistently mis-spelt; alternatively liaise with your child's teacher to develop a list.
- Either use a large whiteboard or use a large piece of paper attached to the wall.
- Have your child write the word in large letters (at least 5-6 inches high) in a joined-up cursive script, sounding out the individual sounds/letters as they are written. Encourage her to SEE the shape, SAY the sound, FEEL the shape while moving over the letters. At the end of the word, say the word aloud. Trace over the word five or six times, each time encouraging the sensory experience described above.
- Now your child should step back one step and trace the word several times in the air - accurately tracing and sounding out the individual sounds the letters make and saying the whole word each time.
- Now turn around and trace the word in the air three times again. Repeat again, but this time with the eyes closed.
- It is important at this stage to encourage your child to try and picture the word in their mind's eye - in much the same way as you can recall a past happening, or picture you may have seen i.e. as a visual image.
- Your child should now be able to 'see the word in their mind' with their eyes closed. If they cannot, repeat steps 1-6. Don't worry if they can't do this straight away - it may take several days for him/her to master this!
- Once they are able to 'see' the word, ask them to read off their mental image both forward and backward.
- Allow the child to go off and do another activity and during this time ask if he/she can recall the word. Can he/she repeat steps 7 and 8? If he/she is unable to then repeat the whole sequence from step one.
- Repeat the activity with a fresh word; it should be possible to work with up to five words each day, using new words every day. In this way, a great deal of the child's vocabulary can be covered in a relatively short space of time.

Variation - when writing the words it is sometimes helpful to use rainbow writing. Write the word, sounding out the individual sounds/letters in one colour and then go over the same word using different colours.

APPENDIX 20

‘Special Educational Needs Handbook for Early Years Settings and Services’ (2003). See link:

http://www.oxfordshire.gov.uk/wps/portal/publicsite/councilservices?WCM_GLOBAL_CONTEXT=http://apps.oxfordshire.gov.uk/wps/wcm/connect/oc/Internet%2FCouncil+services%2FEducation+and+learning%2FSpecial+educational+needs%2FGuidance+for+schools%2FEL+++SEN+++handbook++early+years.

Date Policy Reviewed:	25 February 2010
Date of Next Review:	February 2011
Person(s) Responsible for Review:	SLT
Signature of Reviewer(s)	