

## **SEND POLICY (Prep School)**

St. Bede's College is a Catholic Independent Co-educational 3 - 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

This policy is applicable to all pupils including those pupils in the Early Years Foundation Stage.

### **1. POLICY STATEMENT**

Our policy reflects the core principles embodied in the school's Mission Statement.

The pupils at St Bede's College Prep are valued and appreciated as individuals.

We are committed to offering our pupils broad and balanced programmes of study at the Early Years Foundation Stage and within the National Curriculum so that we can address their specific needs and abilities and help them to develop their self-esteem and love of learning.

The policy has regard to the SEND code of practice 0 – 25 years.

### **2. BASIC PRINCIPLES**

- All children with Special Educational Needs & Disabilities (SEND) should have their needs met;
- Parents' views should be taken into account and the wishes of their children listened to;
- Parents have a vital role to play in supporting their children's learning;
- Children with Special Educational Needs & Disabilities should receive a broad, well-balanced and relevant education;
- We are dedicated to improving the outcomes for children with SEND and have high expectations for them.

### 3. POLICY AIMS

- To educate and care for our children in a way that brings the message and teachings of Jesus Christ to the centre of our school community;
- To ensure early identification through assessment and tracking;
- To ensure access to the EYFS and National Curriculum through differentiated learning opportunities;
- To ensure that all children are given the opportunity to experience success in learning and to achieve as high a standard as possible by setting ambitious targets for all children with SEND;
- To provide stimulating and differentiated learning opportunities for all pupils and make reasonable adjustments to cater for their needs;
- To ensure children with special learning needs & disabilities are set suitable learning challenges to support and progress their learning;
- To provide resources and activities to suit the needs of individual pupils and reflect the diverse cultures and lifestyles in our society;
- To integrate standardised and non-standardised forms of assessment into our teaching styles and strategies in order to inform future planning;
- To carefully plan handover meetings for continuity and support progression at key transition points;
- To work with parents and ensure that they are consulted and informed of their child's needs and the action proposed to address these needs.

### 4. POLICY OBJECTIVES

- To regularly monitor and evaluate special needs provision in the school with regard to the SEND Code of Practice 0 – 25 and to modify where necessary;
- To match special educational provision to children's needs through the graduated approach to SEND support - **Assess Plan Do Review**;
- To meet the needs of any child with SEND through planning, assessment and recording. Setting and reviewing ambitious targets regularly;
- For staff to work together to plan and implement strategies to meet pupils' needs with advice and support from the School SENDCO.

# COVID-19

We are aware of the impact of COVID-19 and schools having to close during lockdown. We know families and bubbles having to isolate will also have an effect on children's learning and mental health. We are looking carefully at our baseline data and reflecting on the information it gives us so that we can identify new or changing SEND needs and provide additional support for any child that needs it. We are monitoring closely and assessing the effectiveness of our provision in these challenging times.

## 5. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The term Special Educational Needs & Disabilities has a legal definition, viz:

*A child has Special Educational Needs if s/he has a learning difficulty which calls for special education provision to be made for him or her.*

*(Code of Practice: Paragraph 2:1)*

- A child has a learning difficulty if s/he:
  - i) Has a significantly greater difficulty in learning than the majority of the children of the same age or
  - ii) Has a disability which prevents or hinders the child from making use of educational facilities provided by the school for children of the same age.

*(Section 156, Education Act 1993)*

The school adheres to the above definitions of 'Special Needs' and 'Learning Difficulties'. The provision and processes in place for supporting children with learning difficulties are in line with the 'Code of Practice 0 – 25 years'.

The **Code of Practice 0 – 25 years** provides more specific advice regarding the types of SEND relating to:

- a child who continues to make little or no progress in specific areas over a long period of time or;
- continues to access the curriculum at a level substantially below that expected of children of a similar age or;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite having an individualised behaviour management programme or;
- has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service or;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Pupils with a **disability** have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for

them that is additional to or different from what is normally available in schools in the area;

- Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils;
- **Gifted and talented children** do not come within the legal term 'Special Educational Needs'. However, it is recognised that these children have needs which require additional resources and provision if they are to maximise their potential. St. Bede's College Prep provides an enhanced curriculum and opportunities for Gifted and Talented children to learn at a higher level. (*Appendix 1*)

The majority of educationalists use one or more of the following to identify gifted and/or talented children:

- General intellectual ability
  - Specific aptitude in one or more subjects
  - Creative or productive thinking
  - Leadership qualities
  - Abilities in creative or performing arts
  - Psychomotor skills
- **EAL** - A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children are assessed initially and given a 6 week settling in period after which they are assessed again. Their progress is carefully tracked and interventions put in place where necessary. (*Appendix 2*)
  - EAL children with Special Educational Needs are eligible for support, particularly at the stages of fluency where a child is working below Level 1 of the National Curriculum where all teachers need to monitor a child's progress, gathering information about the nature of the child's difficulty.

## 6. IDENTIFICATION, ASSESSMENT AND MONITORING OF SPECIAL EDUCATIONAL NEEDS

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice 0 - 25. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the form tutor will consult with the SENDCO in order to decide whether additional and/or different provision is necessary. (*Appendix 3*)

### Early Identification

The identification for action is a concern from parents and teachers plus evidence from assessment that a pupil is not making satisfactory progress, despite differentiated learning opportunities over a period of time.

Triggers for Intervention include:

- a child makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- a child continues working at levels significantly below those expected for children of a similar age in certain areas;
- a child has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment;
- a child has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.

## **Assessment**

Assessment can be:

- *Formative*
  - To inform planning and assess progress made
- *Summative*
  - To identify children who need an individual programme (all children are screened at least once each year.
- *Specific*
  - To obtain a fuller picture of the nature of a child's specific learning difficulties and needs (such assessments may involve the co-ordinator and/or outside agencies)

Assessment will provide information about areas where a child is not progressing satisfactorily even though the teaching content has been differentiated. These observations will be enhanced by knowledge built up over time of an individual child's strengths and weaknesses. Using this evidence, teachers may feel that the strategies they are currently using with the child are not resulting in the child learning as effectively as possible. Under these circumstances, they will need to consult the SENDCO to consider what else might be done. The starting point will always be a review of the strategies currently being used and the way in which these might be developed. The review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration will then be given to helping the pupil through School Action (Wave 2).

## **Strategies**

Strategies used to support the needs of pupils with identified learning difficulties include:

- different learning materials;
- special equipment or resources;
- small group or individual support at school;
- extra work undertaken at home with parents
- mentors;
- investigating a child's preferred learning style;

## **School Action**

If a child is identified as requiring interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum, that child's Special Educational Needs will be addressed at School Action level.

The SENDCO and the class teachers are involved in the setting of **SMART** targets. Targets are discussed and agreed with parents. The individual education plan is reviewed termly and evidence collected in the form of work, teacher comments and parents' views.

## **School Action Plus**

Should a pupil make little or no progress over a period of time in spite of receiving an individualised programme, the school would consider seeking advice and guidance from outside agencies with particular expertise (educational psychologists, speech therapists, child health and welfare services, etc) as required by School Action Plus.

## **Educational Health Care Plans EHC**

The Local Authority considers the need for EHC plans and, if appropriate, arranges a multi-disciplinary assessment.

## **Recording, Monitoring and Review**

- A file containing the results of key assessments undertaken that year is maintained on each child. These files are discussed with the class teacher and SENDCO;
- Each class teacher maintains a list of children who require extra support;
- The class teacher comments and reports on progress made towards the achievement of IEP targets;
- IEPs are reviewed at least termly;
- The SENDCO will monitor the progress of pupils who require extra support by way of half-termly meetings with individual class teachers;
- A copy of the IEP is kept centrally for all teaching and support staff to access and update when necessary. Copies of any reports of visits by outside agencies or letters concerning the child are kept in a folder by both the SENDCO and class teacher.

## 7. ROLES AND RESPONSIBILITIES

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

- a) **THE GOVERNING BODY** delegates responsibility to the Headteacher for ensuring that the school makes the necessary and appropriate provision for any pupil who has special educational needs.
- b) The **HEADTEACHER** is kept informed by the Special Educational Needs and Disability Co-ordinator and class teachers of the pupils' special needs and the arrangements that are being made to meet them. She then liaises with the Governors in determining the staffing and funding arrangements for special needs. She informs Governors on special needs issues and ensures that the school meets its special needs responsibilities.

It is the responsibility of the Headteacher to ensure that:

- The Special Educational Needs and Inclusion Policy is consistently applied and regularly reviewed
  - Learning Support Records are maintained and kept up-to-date
  - Parents are aware of the school's provision
- c) The school's **SPECIAL EDUCATIONAL NEEDS and DISABILITIES CO-ORDINATOR** is:
- Mrs A. M. Edwards – supporting EYFS, Key Stage 1 & Key Stage 2

She has the responsibility for the oversight and daily operation of the school's SEND policy and for maintaining the school's SEND records, ensuring that relevant background information about individual children with Special Educational Needs are collected, recorded and updated.

The SENDCO must:

- Conduct detailed assessments of pupils' needs when appropriate;
- Liaise with and advising fellow teachers and support staff of different strategies and approaches to teaching;
- In consultation with the class teacher, help draw up Individual Education Plans (IEPs);
- In consultation with the class teacher, help draw up Individual Behaviour Plans (IBPs);
- Attend relevant courses and provide INSET to share knowledge gained and current issues with colleagues;
- Manage a budget for SEND and developing a library of resources for learning support;
- Co-ordinate provision for children with SEND particularly through School Action and School Action Plus;

- Monitor progress of SEND children;
- Liaise with parents and external agencies and arrangement meetings to inform them of issues regarding their child who may have Special Educational Needs;
- Work in accordance with the SEN Code of Practice 0 – 25 years

In the event that a child is identified as having learning difficulties / disabilities, the SENDCO will:

- Determine strategies/learning opportunities to enhance the child's learning;
- Review the situation after one term and collect evidence in the form of work, photos, teacher comments, mentor comments, parents' views and children's views;
- Undertake further intervention as required by Early Years Action, if the child's progress continues to cause concern or if the child is already identified as having specific learning needs, viz:
  - A more detailed assessment
  - An individual educational plan
  - The setting of **SMART** targets in consultation with the class teacher
  - Discussion and agreement of targets with parents
  - Termly review of the individual education plan
  - Collection of evidence in the form of work, photos, teacher comments, mentor comments, parent views and children's views.
- Seek advice and guidance from outside agencies with particular expertise (education psychologists, speech therapists, child health and welfare services, etc) as required by Early Years Action Plus & School Action Plus (Wave 3), should a pupil make little or no progress over a period of time in spite of receiving an individualised programme.

#### d) **CLASS TEACHERS**

We seek to provide support within the classroom whenever possible. Class teachers are in the key position to observe responses in the classroom, to recognise the child who is having difficulties in learning and to try out different approaches.

The class teacher will:

- make the initial assessment and identify children who are giving cause for concern;
- provide differentiation within the classroom;
- record appropriate differentiation into weekly plans;
- work alongside any support staff to plan individual work for pupils if necessary;
- monitor and review progress setting appropriate targets for learning;
- be fully aware of the school's procedure for identifying, assessing and making provision for pupils with SEND;

- after a period of close observation of the child, gather examples of the child's work;
- discuss concerns with SENDCO;
- after analysing and discussing observations, meet with parents and SENDCO to discuss concerns.

e) **SUPPORT STAFF**

An integral part of the role of the support teachers and classroom assistants is working with a small group or one-to-one basis with children with identified learning difficulties.

## 8. **PARTNERSHIP**

i) **Working in Partnership with Parents**

We do our best to develop positive and constructive relationships with parents by ensuring that:

- parents are fully consulted and informed when their child is identified as having special educational needs;
- parents understand the purpose of any intervention or programme of action planned for their child;
- parents are welcome within the school and encouraged to participate from the outset in supporting their child's education;
- parents can meet with the class teacher, SEND co-ordinator or Headteacher at any mutually convenient time, if they have concerns or complaints about their child's progress;
- the child's class teacher is available to discuss any aspects of a child's education

ii) **Working in Partnership with Support Services**

We are firmly committed to working closely with support services in providing advice and support to teachers and parents, detailed assessment of a child's needs at School Action Plus, specialist advice on IEP targets and individual/small group tuition. The SEND co-ordinator is responsible for arranging and co-ordinating the work of these services within the school and for disseminating information to the appropriate people.

iii) **Links with Other Agencies and Voluntary Organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the College Nurse, Mrs K Taylor, by the SENDCO and referrals made as appropriate.

There are many voluntary organisations supporting SEND. The SENDCO maintains an up to date list. Parents/ carers will be given details of these groups on request.

#### iv) **Links with Other Schools**

The school will liaise with relevant organisations to arrange transition plans for pupils with EHC plans (and other pupils with SEND who may benefit from Transition Planning). When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

### **9. INSET and STAFF DEVELOPMENT**

INSET is provided annually by the school SENDCO for all staff so that they are aware of their responsibilities to:

- Identify children and to monitor progress towards identified targets;
- Provide differentiated teaching across all curriculum areas to meet the Special Educational Needs of children in their class;
- Liaise with SENDCO to produce IEPs for individual pupils;
- IT provision for special needs;
- Supporting class teachers with IEPs for individual pupils;
- Teaching children with dyslexia;
- Creating a dyslexia-friendly classroom.

The SENDCO will keep the staff informed of any changes to policy or procedure and will brief new members of staff of their role in Special Educational Needs provision. The SENDCO and/or support staff will attend the appropriate courses in order to remain up to date with current issues and developments.

### **10. THE EFFECTIVE IMPLEMENTATION OF THE SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY REQUIRES THAT:**

- 1) All staff are aware of the policy and putting it into practice.
- 2) The curriculum is accessible to all pupils through provision of a range of learning styles and a differentiated curriculum.
- 3) There is a robust process for assessing individual needs and organising and monitoring of those needs.
- 4) All teachers are involved in the monitoring of the progress of pupils with SEND.
- 5) Teaching Assistants (TAs) work in a flexible way to help teachers meet the needs of pupils with SEND.
- 6) Targeted staff development is provided.

7) There is a positive home/school partnership in the provision for SEND.

8) A range of resources are used to support pupils with SEND.

Educational and social inclusion objectives are underpinned by our commitment to providing equal opportunities for all pupils irrespective of age, gender, ethnicity, impairment or previous attainment.

The school's committed to including pupils in all aspects of school life. Part of the school's planning for improvement is to develop cultures, policies and practices that include all learners and offer appropriate challenges and opportunities to children who are experiencing difficulties with their learning.

This policy is an integral part of the school's wider curriculum policy and is relevant to all aspects of our School Development Planning. It is intended to address the needs of children who experience barriers to their learning development.

## **11. A SUMMARY OF THE SCHOOL'S PROVISION FOR SEND**

We provide a school environment in which all children, including those with special educational needs and Disabilities, are supported to reach their full potential.

- We ensure our provision is inclusive of all children with special educational needs;
- We support parents and children with special educational needs and Disabilities (SEND);
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies;
- We work in partnership with parents and other agencies in meeting individual children's needs;
- We monitor and review our policy, practice and provision and, if necessary, make adjustments;
- We use the graduated response system for identifying, assessing and responding to children's special educational needs and disabilities;
- We work closely with parents of children with special educational needs and disabilities to create and maintain a positive partnership;
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education;
- We provide parents with information on sources of independent advice and support;
- We liaise with other professionals involved with children with special educational needs and disabilities and their families, including transfer arrangements to other settings and schools;
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities;
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs and disabilities;
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability;
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, School Action, School Action Plus and EHC plan process (Wave 1, 2 & 3);
- We use a system for keeping records of the assessment, planning, provision and review of children with special educational needs and disabilities;
- We provide resources (human and financial) to implement our Special Educational Needs Policy;
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, eg, Individual Education Plan reviews, staff and management meetings, parental and external agency's views and inspection. This information is collated, evaluated and reviewed annually;

- We provide a complaints procedure;
- We monitor and review our policy every two years;
- The school is committed to including pupils in all aspects of school life. Part of the school's planning for improvement is to develop cultures, policies and practices that include all learners and offer appropriate challenges and opportunities to children who are experiencing difficulties with their learning;
- This policy is an integral part of the school's wider curriculum policy and is relevant to all aspects of our School Development Planning. It is intended to address the needs of children who experience barriers to their learning development.

## 12. USEFUL PUBLICATIONS

- i) SEND code of practice 0 – 25 years January 2015
- ii) Special Educational Needs - A Code of Practice: Department for Children, Schools and Families (2001)
- iii) Special Educational Needs - A Code of Practice for Early Education Settings: Pre-School Learning Alliance (2004)
- iv) Special Educational Needs - A Guide for Parents and Carers: Department for Children, Schools and Families (2001)

## 13. POLICY REVIEW

<i>Date of Policy Approval:</i>	November 2020
<i>Review Date:</i>	November 2022



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## **APPENDIX 1**

### **GIFTED & TALENTED**

## G&T Programme

St. Bede's College Prep considers gifted and talented children to be those identified with the potential for excellence in a particular subject.

We identify the children as gifted and talented in a variety of ways:

- The work produced within a classroom setting
- Teacher assessment
- Summative assessments
- General enthusiasm and aptitude for the subject

Children with a potential for excellence in a particular subject are identified based on standardised scores of 120+ in summative assessments. These pupils will be encouraged to participate in our enrichment programmes to enhance their opportunities to learn at a higher level.

During the academic year, termly enrichment sessions are run in school to provide opportunities in the core subjects for pupils to engage in higher order thinking skills.

These are invitation-only events and will take place in the non-fiction library.

Staffing:

- Clare Cartmell: Literacy
- Cath Harrison: Mathematics
- Anne Marie Edwards: Science

In addition, we provide opportunities for the children to engage in a range of internal and external competitions throughout the year (see Appendix 1: provision map), providing further higher order thinking activities and experiences in a range of core and foundation subjects.

There are also a wide-range of extra-curricular activities centred on art, music, drama, computing, sport, Mathematics, English, MFL and strategic thinking to enrich the learning experiences of pupils who have particular talents in these areas.

The success of our pupils is championed on our website and in weekly newsletters, local press and catholic diocesan newspapers.

Within the class setting, G&T and potential G&T pupils (the highly able) have access to an enriched curriculum through:

- Extension activities
- Setting
- Accelerated learning
- Question walls
- Interactive displays

Through this programme we aim to ensure that all pupils have opportunities to further develop their value-added progress and pupils will be tracked accordingly to ensure they are making the right levels of progress.



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## APPENDIX 2

EAL SUPPORT



## **TEACHING AND LEARNING STYLE**

In St. Bede's College Prep, teachers take actions to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used – fiction and non-fiction.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing with EAL pupils.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another and praising efforts to do so.
- Building on children's experiences of language at home, so that their developing use of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, DVD or audio materials, bilingual dictionaries and translators, visual support materials, readers and amanuenses.
- Using the home or first language where appropriate to support the pupil.

Providing additional support for EAL children who need it:

- Providing bilingual support to enable children who do not speak English to help them access the curriculum, learn basic classroom routines and to continue children's language development in their first language.
- Teacher assistant support where appropriate which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children.
- Additional support when required to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.



## **CURRICULUM ACCESS**

All children in St. Bede's College Prep follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work but work at their own level to access the curriculum whenever they can.

We do not generally withdraw children from lessons to receive EAL support but new children who do not speak English at all receive support initially.

Class teachers and Teaching Assistants support children within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class.

However, some withdrawal support for EAL may take place at times. The support should be clearly linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus. These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session.
- Sessions following up a whole class or group session to reinforce key language and concepts.
- Sessions to enable the pupil to complete homework tasks with understanding.
- Intensive support for older bilingual pupils at a very early stage of learning English.

In the Early Years Foundation Stage, we plan opportunities for children to develop their English and we provide support to help them take part in activities.

The Early Years Foundation Stage helps children learning English as an additional language by:

- Building on children's experiences of language at home, so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing bilingual support to extend vocabulary.
- Providing a variety of writing in the children's home languages as well as in English.
- Providing opportunities for children to hear and learn in their home languages as well as English.



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## **APPENDIX 3**

### **ASSESSMENT**



## 1. ANNUAL STANDARDISED ASSESSMENTS TO GAUGE ATTAINMENT LEVELS

The assessments listed below contribute to the development of a profile of a child's learning and attainment levels. In some cases, additional assessments may be undertaken.

- **RECEPTION CLASS**  
Baseline Assessments GL Baseline and Baseline Plus administered at start and end of school year
- **YEAR 1**  
GL Assessment Progress in English and Maths at the start and end of the school year.  
Phonics Screening in May. Hodder Reading Progress Test. Young's Spelling Test.
- **YEAR 2**  
GL Assessment Progress in English and Maths at the start and end of the school year.  
Hodder Reading Progress Test. Young's Spelling Test.
- **YEARS 3/4/5/6**  
GL Assessment Progress in English and Maths at the start and end of the school year.  
New Group Reading Test and Single Word Spelling Tests. Writing is assessed 3 times a year using GL Assessment writing tests.  
GL Assessment CAT tests to measure potential and track progress.
- New entrants to the school and children who are already Year 1 and upwards are assessed on Reading, spelling, writing and Maths.
- IEP's are drawn up for children with specific learning difficulties
- Short booster programmes are provided for weaker children in each year group
- **Children who are showing signs of specific learning difficulties may require further assessments, viz:**
  - Dyslexia, dyspraxia screening tests
  - WRIT
  - PhAB
  - Bangor Dyslexia Test

## 2. KEY STAGE 1

Screening activities to identify:

- 1) Correct pencil grip.
- 2) Correct letter formation and general handwriting skills.
- 3) Pronunciation of individual letter sounds - confusion with letter names?
- 4) The ability to blend sounds together (phonological awareness) - awareness of rhyme.
- 5) Reading skills.
  - key words (Literacy Strategy Checklist & Murray/McNally list)
  - strategies used to decode words
- 6) Sense of time.
  - what day it is
  - when events happen
- 7) Ability to memorise information in sequence
  - alphabet
  - days of the week
  - months of the year
  - string of digits
  - times tables
- 8) Knowledge of left from right.

### 3. **KEY STAGE 2**

**Screening activities** to identify:

- 1) Correct pencil grip.
- 2) Correct letter formation and general handwriting skills.
- 3) Correct spelling and punctuation (possible use of Bangor Dyslexia Test).
- 4) Phonological awareness - including individual letter sounds and awareness of rhyme.
- 5) Reading skills:
  - key words (Literacy Strategy Checklist & Murray/McNally list)
  - fluency
  - accuracy
  - decoding skills
  - comprehension - literal and inferential
  - degree of interest
- 6) Creative writing skills.
- 7) Knowledge of time:
  - ability to tell the time
  - sense of time/when events happen
  - date of their birthday
- 8) Ability to memorise information in sequence:
  - alphabet
  - days of the week

- months of the year
  - string of digits
  - times tables
- 9) Numeracy skills

The **assessments** should provide useful information in respect of:

- 1) Handwriting skills - letter formation and ability to use print and/or 'joined up' script;
- 2) Reading age (accuracy and comprehension) and nature of any difficulties;
- 3) Knowledge of phonics;
- 4) Spelling age - nature of specific difficulties;
- 5) Knowledge, understanding and use of punctuation;
- 6) Ability to write creatively and independently;
- 7) Results of Bangor Dyslexia Test - any difficulties in sequencing information that have been highlighted;
- 8) Memory test - any indications that the child has short-term memory problems;
- 9) Ability to add, subtract, multiply and divide number;
- 10) Awareness of patterns in number - ability to apply knowledge of numbers to problem-solving situation;
- 11) Any difficulties experienced with learning table facts.



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## **APPENDIX 4**

### **DYSLEXIC PUPILS**

## 1. What is Dyslexia? Building up a Dyslexic Profile

## 2. Testing for Dyslexia

Tests for dyslexia contribute to establishing whether or not a child has a dyslexic profile. The tests provide useful insights into the nature of a pupils' specific learning difficulties.

- 1) *Bangor Dyslexia Test* - only to be used with 7 year olds and upwards

The Bangor Dyslexia Test should be administered in conjunction with a **detailed reading assessment**. The reading assessment should include:

Basic level of performance	-	Narrative Tests
Reading age	-	Accuracy
Reading rate	-	Comprehension

**Crucial** to the assessment is the child's reading age.

For **dyslexic children**, reading **comprehension** is often **higher** than reading **accuracy** (about two years).

For a child with mild learning difficulties, both the accuracy and comprehension scores will be depressed.

- 2) *Aston Index Test* - another test for dyslexia

This includes auditory, visual and short-term memory tests.

- 3) GL Assessment Dyslexia screening test will provide information that indicates whether a child may have underlying problems associated with dyslexia. It will recommend further investigations.

## 3. Helping and Supporting the Dyslexic Pupil

- 1) Reduce complex tasks so child can work in small segments.
- 2) When giving instructions to class, make sure the dyslexic child has heard them all and remembers the sequences of what do to.
- 3) Give plenty of time to complete work. Perhaps agree on how much should be completed in a set time.
- 4) Do not ask child to read aloud in front of others.
- 5) Give plenty of opportunities to undertake tasks s/he is good at. Help child develop self-confidence and recognise their talents/skills.
- 6) Identify priorities, set realistic targets and try to get some individual help/support for the child.