



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

Primary person responsible for this policy: Patricia Pieri

Job title: SENDCo (with Headmaster)

Last review date: July 2021

Next review date: June 2022

Relevant ISI coding (if applicable) Part 1 3b

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children. 'Parents' refers to parents, guardians and carers.

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Section A – Principles & Objectives

1. Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority.

Needs can be categorised in four key areas, as detailed in the [SEND Code of Practice 2015](#):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and/or Sensory

Examples include:

- Physical disability, including visual or hearing impairment.
- Specific learning disorders/ difficulties, such as dyslexia, dyspraxia or difficulties related to poor working memory and processing speed
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations¹
- Emotional or behavioural difficulties
- Illness and long-term absence

National figures indicate that around 15.9% of young people of school age will be affected by some type of special educational need. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.

2. Legal framework

This policy is provided in accordance with the [Children and Families Act 2014](#), as well as other legislation and associated regulations relating to children and young people with special educational needs and disabilities (SEND). These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- Mental Capacity Act 2005

¹ A pupil **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.

3. Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they **have a learning difficulty or disability**, which calls for **special educational provision** to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age.

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCo – Special Educational Needs and Disabilities Coordinator and/or Head of Learning Support (details of role & responsibilities can be found in the Appendices)
- LSA- Learning Support Assistants
- AfL – Assessment for Learning
- DSL – Designated Safeguarding Lead
- EHCP – Education, Health and Care Plan
- EAA -Exam Access Arrangements
- JCQ- Joint Council for Qualification

4. Admissions policy for SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome, provided that we have the appropriate resources and facilities to provide them with the support they require.

Before a place is offered at the school (and preferably prior to application):

- Parents must disclose to the school any **known** or **suspected** circumstances relating to their child's health, development (social & emotional and academic), allergies, disabilities and learning difficulties. The school reserves the right to withdraw, subsequently, any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- The same applies and includes all students with Education, Health and Care plans - EHCP. Even if the final EHC plan has not been issued or finalised by the local authority at the time of submission of the application, parents are obligated to share with the school that the EHCP application has been

submitted to the local authorities and the outcome is awaited. In addition, parents are required to share any previous EHCPs/ drafts or annual review documents related to their child existing or awaited EHC plan. Failure to disclose the information above may result in the application withdrawal.

- Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Admission examination and special arrangements:

We are firmly committed to inclusivity and to giving every child the best possible chance to achieve their best. It is parents' responsibility to inform the school about the Exam Access Arrangements (EAA) prior to the admission assessment: this may include a laptop, reading pen and/ or 25% extra time. This will be granted providing the evidence can be gathered and it is child's regular way of working.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue to support the child as long as:

- a) We have the appropriate resources and facilities to provide them with the support they require, **and,**
- b) We believe it is in the best interest of the child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

5. Principles and aims

We aim to:

- Ensure that all pupils have access to a broad and balanced curriculum.
- Provide learning which is differentiated according to the needs and abilities of the individual – first quality teaching and learning.
- Raise teaching standard quality, with the focus centred mainly around dyslexia as we believe that adopting dyslexia friendly methods/ teaching throughout the school; all students are taught using dyslexia friendly approach, benefits to all students.
- Raise the aspirations and expectations for all pupils with SEND, by providing a focus on outcomes and not simply hours of provision.
- Promote sensitivity and responsiveness to SEND throughout the school.
- Encourage pupils with SEND to take as full part as possible in all school activities.
- Educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum.
- Provide effective communication with the parents regarding their child's progress and attainment and to recognise and encourage the vital role played by parents in supporting their child's education.
- Stimulate and maintain curiosity, interest, and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, assisting them to become more autonomous learners and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision.

6. Procedural objectives

- A designated person (SENDCo or at times in collaboration with the Assistant Head - Welfare) is responsible for coordinating and overseeing the SEND provision within the educational environment.
- A pupil's SEND needs will be identified as early as possible.
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality.
- The SENDCo/ Assistant Head -Welfare, teachers, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained.
- Provision and progress will be monitored and reviewed regularly.
- Outside agencies will be involved when appropriate.
- Resources will be managed to ensure such needs can be appropriately met.
- Appropriate training will be provided for staff and volunteers.

Section B – Implementation & Monitoring

1. Special Facilities and Equal Access for Students with Physical Disabilities

The school's policy is not to discriminate against pupils with disabilities. We can accommodate students with a wide range of disabilities, and it is assessed on case-to case basis. The school has no wheelchair accessibility in both buildings due to the confines of the building, however, the school is able to provide some special facilities for students who are physically disabled. The school's lifts are available to all floors for students unable to use stairs in one of the buildings (Great Portland Street). We have one wheelchair accessible lift, including the wheelchair accessible toilet in our Great Portland Street building. The school is committed to the integration of students with a range of needs, and their involvement in the whole life of the school in line with our Equal Opportunities Policy.

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

2. Identification of Special Educational Needs

The importance of early identification is critical, as the earlier the action is taken the more effective impact can be achieved. Evidence shows that early intervention and response improves the long-term outcomes for pupils. In addition, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

Student's needs may be identified through a range of indicators:

- Admission procedures
- Concerns raised by teachers arising through classroom teaching (Cause for Concern form in place or teachers can email directly to SENCo detailing/ describing the type of concern, frequency and types of interventions already tried)
- Internal and external test, exams, mocks
- Expression of parental concerns
- Student self-referral
- Specialist assessments undertaken by private external Educational Psychologists, Occupational and Speech & Language Therapists or other outside agencies
- Specialist assessments undertaken by school's designated educational psychologists
- Specialist assessments undertaken by the SENDCo

3. Assessment

Concerns about a student: A teacher, parent, or an outside agency may express concern about the student.

Where concerns are raised by a subject teacher regarding a student's progress/ attainment, the teachers are advised to complete a Cause for Concern form and/or send an email to the SENDCo detailing their concerns (observation and/ or intervention proposal).

The first response to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the subject teachers with the high-quality differentiation and scaffolding strategies to support learning tasks and activities.

This will be further considered by the SENDCo. Observations of the pupil may be undertaken, and the SENDCo will work alongside the teacher to formulate ways to support the pupil, extending existing differentiation and including a range of teaching and learning approaches i.e. the use of multi-sensory and kinaesthetic techniques such as chunking information, presenting vocabulary prior to learning, over-learning techniques, use of assistive technology, paired learning, modelling, practical activities to consolidate learning, the use of laptop etc.

Note: High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

Following this, if the pupil continues to fail to make expected progress within the time frame given, the subject teacher will review their practice further. If the pupil is still not making progress after this 2-cycled process, further evidence will be gathered by consolidating the following: class test results, quality of independent work, view of other subject teachers and the views of the pupil and their parents. Additional information, such as prior SEND knowledge or external agency assessments will be consulted and used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made whether a pupil has SEND, guided by the SEND Support Frameworks (see Appendices) in one or more of the 4 'broad areas of need' as outlined below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs

The final SEND provision will be based on all information and evidence thus gathered.

Once a pupil's SEND has been identified, it will be recorded on the SEND Register, accessible to all teachers via SIMS. The SEND Register provides an overview of each pupil's needs, including the recommended support strategies. The SEND register is a working document and is updated regularly by the SENDCo.

Please note:

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCO and the school team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parent / Carers will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

4. Referral for Statutory Assessment

If it is agreed by the SENDCo, the pupil and the pupil's parents/carers, key workers and any external professionals that it would be appropriate to refer a child for statutory assessment, the relevant documents,

information and evidence will be prepared.

*Please refer to DfE (Department for Education) statutory guidance: 'Special educational needs and disability code of practice: 0 to 25 years' June 2015. Sections 5, 6 and 7 explain the action education providers should take to meet their duties in relation to all children with SEN. Section 9 covers all the key stages in statutory assessment.

5. Provision

Special Educational Provision means:

- *“Special educational provision” means educational or training provision that is additional to, or different from, the educational provision made generally for children of the same age... (SEND Code of Practice, 2015, Section 21 of the Children and Families Act 2014).*

Where a pupil is identified as having SEND, action will be taken to remove the barriers to learning. SEND support will follow a four-step cycle, known as the 'graduated approach'. The four steps of the cycle are: *Assess, Plan, Do, Review* (SEND Code of Practice 2015 – See Appendices).

If any additional support, over and above that of the normal curriculum, is to be provided, parent/careers will be notified.

After a student's SEN have been assessed, a suitable intervention/ provision is planned and recorded on SIMS for teachers' reference. All teachers should be aware of the individual and differing needs of the pupils and have access to individual records via SIMS. The SENDCO will ensure that when an external report is received, a language accessible summary is provided for the teaching staff of that pupil, with practical suggestions where possible.

Pupils on the SEND register are monitored regularly, according to the progress they have made towards their targets. This is over and above the school-wide progress tracking.

SEND provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child.

SEND provision may include:

- Personal mentor-Head of Year and/ or Form tutor or similar where agreed with SENDCO
- Learning Lab- lessons with a specialist teacher – Literacy and study skills specific lessons targeting specific learning difficulties (frequency ranges between 1-3 lessons a week)
- LINK- lessons with a specialist teacher- study skills and organisation support focused lessons targeting specific learning difficulties (frequency ranges between 1-3 lessons a week)
- LSA support in specific lessons
- Teacher 1:1 support in lessons
- Daily morning provision- 1:1 adult supervised reading and/or Touch Typing
- Small group or individual coaching with one of the in-house coaches
- Counselling with one of the in-house counsellors

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed to enable fulfilment of targets/ outcomes. Additionally, an Annual Review will be held between the SENDCO, Parent/Carers, Local Authority representative and any other specialists to assess progress towards

the identified outcomes, current or newly emerged needs in order to ensure their welfare and the continued successful provision of their education.

6. Reasonable Adjustments for Examinations

Exam Procedures:

We believe in best practice. Therefore, the Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within our school and for all our internal and external exams.

In practice this means that whilst advice and recommendations may be given in external/ private specialist reports, it may not always be possible to follow these if the assessment results data does not fall with the limits set down by the JCQ. However, we will enforce all reasonable adjustments in examinations, as recommended by a school's designated specialist assessor (e.g. Educational Psychologist), conducted no earlier than Y9, that are supported by the evidence of standardized data, which fall within the JCQ guidelines.

Exam Access Arrangements (EAA) can be applied for by the SENDCo, based on evidence from teachers, documentation provided by the SENDCo and supported by a specialist assessment (using Form8) from the school's designated specialist assessor no earlier than Y9. No private assessments can be accepted at this point. This information will be collected by the SENDCo who will act strictly in accordance with guidelines from the [Joint Council for Qualification \(JCQ\)](#). (Exam Access Arrangements- See Appendices)

7. SEND Professional Development

All staff in the school are provided with general or specific training or information on meeting the needs of SEND students within their classroom (insets, twilights, meeting with Heads of faculties, whole school CPDs). Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil through case conferences or regular meetings. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils. The aim is to provide high quality teaching and learning, where teachers use a broad range of teaching strategies, which they adapt to meet the needs of their pupils, and relevant assessment to inform teaching and learning and the early identification of underachievement.

The SEND department should be given the appropriate opportunities to attend external courses and CPD to keep abreast with current expertise and thinking to best address SEND issues and support SEND pupils in the school.

The Alpha Plus Group offer regular SENCO Network meetings providing an opportunity for SENDCOs to receive up-to-date information and training.

The SENDCO should be aware of relevant courses relating to SEND which staff can request access to and the SENDCO can advise as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

8. Roles and Responsibilities

The Head has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENDCO who keeps the Head and SLT fully informed.

The SENDCO will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. The full responsibilities of the SENDCO are set out in Appendices.

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupil accesses support from teaching assistants or any other specialist staff.

9. Communication and Collaboration – Partnership with Parents/ Carers

We will ensure that Parents/ Carers are fully informed of any SEND their child may have. Partnership with Parents/ Carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/ Carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/ Carers may be expected to:

- Recognize and fulfil their responsibilities playing an active and valued role in their child's education by in supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/ Meetings (informal or formal); and Annual Reviews.

Pupil Participation:

For students with SEND, we aim to involve the pupil in understanding their difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the student's SEND provision the school should listen to the views of the pupil.

Parental Concerns regarding SEND:

If any Parent Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the Class or Subject teacher. Usually, any problem can be dealt with at this stage.
- Arrange a meeting with the Class or Subject teacher.
- Raise the issue with the SENDCO
- Arrange a meeting with the SENDCO - if it involves a conflict which cannot be resolved, the Headteacher should be involved.
- Arrange a meeting with the Headteacher

Section C – Dyslexia Policy

Dyslexia Friendly School Statement

1. Policy Statement

Portland Place School recognises the importance of being Dyslexia Friendly. Not only does a Dyslexia Friendly ethos help us to meet the needs of dyslexic pupils, but also the needs of pupils with dyspraxia, ADHD/ADD, students with weaker literacy skills or memory difficulties. Indeed, evidence suggests that all children who are taught using Dyslexia Friendly methods are able to benefit and that, in essence, more children are able to benefit when dyslexia friendly methods are adopted throughout the School.

We recognise that a child's self-esteem and confidence go hand-in-hand with successful learning. Our students are made aware of the nature of the barriers that some people may have to learning and how different strategies can help to overcome these. Positive role models are made known to the children and their achievements are celebrated.

We believe that the combination of pastoral care and special needs expertise is the key to the successful inclusion of children with special educational needs in a mainstream educational setting.

“The philosophy underpinning the Dyslexia Friendly School Quality Mark is that changing practice to accommodate dyslexic pupils often results in good practice for everyone”

2. Definition of Dyslexia

At Portland Place School, we all use the British Psychological Society's definition: 'Dyslexia is evident when accurate and fluent reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.'

The Rose report in 2009 gave this description of dyslexia which has been adopted by the British Dyslexia Association: "Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling."

Dyslexic tendencies occur in people of all backgrounds and of all abilities. It is estimated that about 10% of the population may be affected. Identifying dyslexia does not rely on identifying a particular profile of cognitive skills. Indicators that a child is at risk of finding reading and spelling particularly difficult could include difficulty with:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine Motor Skills

3. Aim

All teachers are responsible for identifying dyslexic tendencies in children. All members of teaching staff receive updates and refresher training on dyslexia friendly teaching methods. For new members of staff, dyslexia friendly teaching forms parts of their personalised induction.

Our aim is to:

- spot early signs and identify dyslexia
- provide dyslexia friendly classroom teaching in all classes as much as possible
- have suitable intervention programmes
- monitor progress
- investigate with full diagnostic assessment when appropriate
- provide reasonable adjustments and access arrangements for examinations
- provide dyslexic children with a sense of pride in their strengths as well as understanding of their weaknesses

4. Dyslexia Friendly classroom

We aim to provide a dyslexia friendly environment for all children and adults. In our classrooms, we adopt many of the principles set out by the BDA in their Dyslexia Friendly School Guide, for achieving a dyslexia friendly classroom. In order to achieve this, our classrooms:

- Are arranged so that during lessons dyslexic children sit in an appropriate place
- Have labelled resources, which use pictures and symbols as well as words
- Have water readily available throughout the day
- Use colour tinted backgrounds on the interactive whiteboards
- Use coloured paper for worksheets and exam papers
- Have a range of dyslexia friendly resources ready at hand, such as: word lists, spelling and handwriting prompts, success criteria, preferential seating etc.
- Have interactive displays, which can include, word lists and topic vocabulary, photographs and pictures
- Are appropriately lit and well-ventilated to provide a comfortable learning environment
- Use reading rulers, coloured overlays
- Have easily accessed ICT/ assistive technology (iPads, laptops and spell checkers, reading software etc.)

5. Dyslexia Friendly teaching strategies

No two dyslexic children are alike and the difficulties they experience will vary greatly. Therefore, our teaching styles must reflect children's differing needs. These can include:

- Exploring a wide range of recording styles for children

- Use of ICT to aid recording, such, iPad, laptops, smartphones
- Use of ICT to help develop phonic and reading knowledge, such as e/ audiobooks, dyslexia apps and specific dyslexia centered software such as TTRS
- Use of pictorial cues, writing frames, clear objectives, modelling strategies, mind maps etc.
- Use of visual timetables and homework organisers such as FireFly
- The use of our marking policy which includes symbols alongside/in place of the written word to increase the confidence and enjoyment of learning for a dyslexic child
- Use of reading books that are at an age-appropriate interest level, whilst being at the correct reading level for the individual child
- Organising reading/ work buddies
- Printing information for the dyslexic child where possible, rather than expect them to copy/search for information from the whiteboard
- Use of precision teaching to help improve sound and word recognition
- Use of speed-reading techniques to improve reading fluency and word recognition

6. Assessment

Teachers and staff are constantly tracking and monitoring pupils' progress. When marking work, teachers and staff are mindful of managing the needs and self-esteem of dyslexic students. They may only make a limited number of corrections on a piece of work. Where appropriate, staff will try to give verbal feedback as well as written feedback. Where a child has known difficulties or dyslexic tendencies, teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focused primarily upon high frequency words and subject related key words and the work is marked for content not for spelling.

7. Helping your child at home

For a child with dyslexia, parents may have to be more involved in helping the child to read and may need to be more 'hands on' in developing the child's self-esteem. It is important that the child learns to become independent, helping them to recognise their strengths and minimise the effect of any weaknesses. Practical activities, creating opportunities where they can achieve the same things as their peers and helping them to find something they are really good at, are just a few examples what parents can do to help their child.

Some books/ guides parents may find helpful include:

<https://cdn.bdadyslexia.org.uk/documents/Empowered-Parents.pdf?mtime=20200324144644>

- "So you think you've got problems?" by Rosalind Birkett
- "Dyslexia – how would I cope?" by Michael Ryden
- "Reading Difficulties and Dyslexia Booklist" lists books which are easy to read but with interesting content published by the Book Trust

- “Dyslexia-friendly Books” is a list produced by Lovereading4kids
- “The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain” by Brock Eide and Fernette Eide

8. Partnership with parents

Parental support is key to helping a child overcome any dyslexic barriers. For the best outcome for the child, it is important to try to work closely with the School. The aim is to build rapport with the School, trust and good communications with your child’s teachers. Both you and the teachers want the best for your child and for him/her to develop to their full potential. Parents are given strategies to help their child at home, and parents are always welcome in school to discuss any concerns they may have.

Appendix I - The Role of the SENDCo

The SENDCo is responsible for:

- The implementation of the SEND policy and the monitoring of its effectiveness.
- Ensuring that SEND records are properly kept.
- Assessment and screening of pupils.
- Co-ordinating SEND provision.
- Overseeing and contributing to AR and EHCP documents, in collaboration with other staff, specialists/ external agencies.
- Where appropriate, teaching pupils with SEND.
- Liaising with outside agencies to support pupils with additional support strategies.
- Liaising with colleagues and advising on differentiation.
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Supporting and liaising with any Learning Support Assistants.
- Ensuring that provision is made for special dispensations for exams, such as extra time, the use of laptops or scribes (where such action has been recommended by a relevant assessor/agency).
- Sourcing and ordering resources for SEND provision.
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting, providing additional reading support to weaker readers in collaboration with the literacy coordinator.
- In the event of a pupil applying for statutory assessment, the SENDCo must collate all the necessary paperwork required by the local authorities. If the pupil has an EHC plan, the SENDCo would be responsible for co-ordinating the provision and organising the annual reviews.
- Their own professional development – e.g. keeping up to date with knowledge of the Government's changing policies in regard to SEND, as well as attending relevant courses.
- Liaising with Alpha Plus Group to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.

Appendix II - Checklist for Early Detection of SEND

Name of pupil: _____

Teacher: _____

The observations below are of a nature that a teacher would identify quite early.

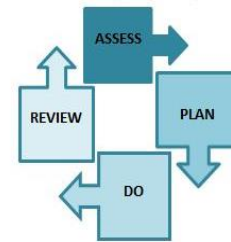
Criteria	✓
Significant discrepancy between oral and written performance	
Persistent difficulties with spelling easy or common words	
Erratic spelling- has good and bad days	
Difficulty getting ideas down on paper	
Problems putting things in sequential order	
Written work fails to express the student's understanding, ideas or vocabulary	
Easily misreads or miscopies	
Loses place easily when reading or following instructions	
Has difficulty seeing errors- cannot proof-read	
Finds reading new words difficult	
Handwriting may be messy, poorly constructed or immature	
Shows left / right confusion	
Finds it difficult to memorise / remember new facts, new words, and new instructions	
Has trouble generalising or acquiring and applying new rules	
Does not seem to learn by ordinary teaching methods	
May be described as a quick forgetter rather than a slow learner	
Easily distracted, attention difficulties, inability to concentrate	
Lack of social interaction skills, communication needs (lack of flexibility, reading social cues etc.)	

NB: Not every pupil with SEND shows all these difficulties, but when a number of difficulties are manifested simultaneously, further investigations should be made.

Appendix III- Raising Concerns in Learning and Progress

Raising Concerns in Learning and Progress

This form will be used by the SEND team to plan observations of any student identified by teachers as having difficulties with their learning as part of the Assess, Plan, Do, Review cycle for SEND intervention.



Student:	Teacher:	Subject:
Class:	Period/time:	Date:
Profile: What is the student's usual way of working? Note any regular differentiation or support he/she receives.		
Activity/Task: What was the class doing when reason for concern became apparent?		
Reason for concern: Which features of the student's work or behaviour concern you?		

Appendix IV – SEND Support Framework (4 Key Areas)

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Physical and/or sensory**

1. Communication and Interaction

Level	Possible Indicators	Possible Pupil Support	Staff Involved	
	SLCN	ASC		
1- Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> Minor difficulties with social inference 	<ul style="list-style-type: none"> Generally attends in lessons, follows teacher instruction Enjoys structure/routine Becomes disorientated by change in routine or familiarity 	<ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning <i>Inclusive Teaching Strategies Booklet</i> 	<ul style="list-style-type: none"> Class teacher
2	<ul style="list-style-type: none"> Some difficulties with social inference Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task Minor receptive or expressive language irregularities/difficulties 	<ul style="list-style-type: none"> Generally attends well-structured lessons, follows teacher instruction literally Agitated, upset by change in routine or familiarity or finds them quite challenging Challenged by group work, often wanting control 	<ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) Intervention via social group support x 1 per week Access Arrangements (for tests and exams) 	<ul style="list-style-type: none"> Class teacher SENDCo TAs
3	<ul style="list-style-type: none"> Regular/noticeable difficulties with social inference Frequent receptive or expressive language irregularities / difficulties (word finding difficulties) Unable to follow a 2-part (Infants), 3-part (junior) instruction 	<ul style="list-style-type: none"> Possibly diagnosed with ASC or PDD Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour Struggles to follow whole class situation – needs to be told instruction directly May be socially withdrawn / vulnerable 	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Withdrawal for intervention 1:2 or 1:1 x 1 per week (social skills) by school staff Access Arrangements (for tests and exams) SALT x 1 session per week <i>Lego Therapy</i> 	<ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year
4	<ul style="list-style-type: none"> Cannot recall 4 unrelated items in correct order Cannot understand spatial concepts (e.g. above, below) Cannot use pronouns (e.g. their) Moderate word finding difficulties 	<ul style="list-style-type: none"> Has diagnosis of ASD or PDD Has significant difficulty functioning independently in the classroom Is unable to follow whole class instructions Significantly misjudges social situations Extreme levels of anxiety and need for routine, excessive behaviours relating to routine 	<ul style="list-style-type: none"> Withdrawal for intervention 1:1 x 2 per week (social and language/vocab skills) Access Arrangements (tests and exams) Individual Support Plan SALT x 1 session per week <i>Lego Therapy</i> <i>SIMS Personal Profile</i> EHCP consideration 	<ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year
5	Statement (until 2016) or Education Health and Care Plan (EHCP)		<ul style="list-style-type: none"> As detailed in Statement or EHCP 	<ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers Other external agencies

SLCN = Speech and Language Communication Needs; ASC = Autistic Spectrum Conditions; PDD-NOS – Pervasive Developmental Disorder (not otherwise specified)

2. Cognition and Learning

Level	Possible Indicators				Numeracy (Sandwell/ PiMs)	Possible Pupil Support	Staff Involved
	Non-verbal	Verbal	Reading Comprehension (NGRT)	SWST			
1- Monitoring Level. Not classed at SEN	91-95	91-95	91-95	91-95	2 sublevels below NC	<ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning In-class support <i>Inclusive Teaching Strategies Booklet</i> 	<ul style="list-style-type: none"> Class teacher Head of Year TA
2	85-90	85-90	85-90	85-90	3 sublevels below NC	<ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful) Intervention group support x 1 per week (withdrawn) And/or Early morning group (spelling or comprehension) Access Arrangements (for tests and exams) 	<ul style="list-style-type: none"> Class teacher SENDCo TAs
3	81-84	81-84	81-84	81-84	4 sublevels below NC	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Group support Or may be withdrawn for targeted intervention 1:2 or 1:1 x 1 per week (literacy/numeracy skills) by school staff Access Arrangements (for tests and exams) 	<ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs Educational Psychologist Head of Year
4	≤ 80	≤ 80	≤ 80	≤ 80	5 sublevels below NC	<ul style="list-style-type: none"> Withdrawal for 1:1 x 2 sessions per week Plus Early Morning Group TA in-class support for daily 1:1 intervention programmes Access Arrangements Individual Support Plan (ISP) <i>SIMS Personal Profile</i> External Dyslexia tutor EHCP consideration 	<ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs External support? Educational Psychologist Head of Year
5	Statement (until 2016) or Education Health and Care Plan (EHCP)					<ul style="list-style-type: none"> As detailed in Statement or EHCP 	<ul style="list-style-type: none"> All of the above + Local Authority

3. Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
1- Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> • Homework regularly not completed • Significantly broken attendance • Disengagement in 2 or more subjects • Withdrawn / behaviour issues • Troubled friendships • Poor / unkempt clothing or hair appearance • Poor self-esteem 	<ul style="list-style-type: none"> • Attendance monitoring • Class teacher / TA to talk to child • Give pupil roles of responsibility to improve self-esteem 	<ul style="list-style-type: none"> • Class teacher • TAs
2	<ul style="list-style-type: none"> • Persistent absence / broken attendance • Disengagement in 3 or 4 subjects • Significantly withdrawn / behaviour issues • Very troubled friendships • Extremely poor self-esteem 	<ul style="list-style-type: none"> • Attendance monitoring – contact parents • Record of Concern possibly submitted to SENDCo for advice, support, observation or notification • Buddy system • Clear personalized reward chart • Significant responsibility within class 	<ul style="list-style-type: none"> • SENDCo • Class Teacher • TAs
3	<ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement is extremely poor • Progress is limited, if at all • Very poor self-esteem indeed • Behaviour is significantly impacting on learning for the individual and the class 	<ul style="list-style-type: none"> • Record of Concern submitted by Class Teacher • Attendance monitoring – HKE to contact parents • Social groups x 1 weekly • Specialist support • Individual Support Plan? 	<ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year
4	<ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement in all areas is extremely poor • Progress is limited, if at all • Very poor self-esteem indeed • Significantly poor and inappropriate behaviour / attention, seriously disruptive to the whole class 	<ul style="list-style-type: none"> • Attendance monitoring – HKE to contact parents • Social groups • Specialist support • Individual Support Plan • 1:1 intervention x 2 weekly • <i>SIMS Personal Profile</i> 	<ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? • Head of Year Paediatrician?
5	Statement (until 2016) or Education Health and Care Plan (EHCP)	<ul style="list-style-type: none"> • As detailed in Statement or EHCP 	<ul style="list-style-type: none"> • SENDCo • Class Teachers • TA/LSA

4. Physical and/or sensory

Level	Visual	Possible Indicators Hearing	Medical	Possible Pupil Support	Staff Involved
1- Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> Visual difficulties that cannot be corrected by glasses Gets tired easily 	<ul style="list-style-type: none"> Mild hearing loss 	<ul style="list-style-type: none"> Fatigue Hypermobility Syndrome 	<ul style="list-style-type: none"> Consider seating position in class 	<ul style="list-style-type: none"> Class teacher TAs
2	<ul style="list-style-type: none"> Frustration with work Poor reading speeding Poor writing speed 	<ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and / or concentration 	<ul style="list-style-type: none"> Poor writing speed Generally takes longer to complete tasks 	<ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs
3	<ul style="list-style-type: none"> Registered as partially sighted Distance vision worse than 6/18 Spatial and perception difficulties Coordination difficulties 	<ul style="list-style-type: none"> Moderate hearing loss Possible use of hearing aids 	<ul style="list-style-type: none"> Student specific e.g. significant hypermobility syndrome affecting many areas of life. 	<ul style="list-style-type: none"> Record of Concern submitted by Class Teacher Pupil seated facing and close to teacher Teacher to look at pupil when speaking Possibly seek advice from specialists 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services
4	<ul style="list-style-type: none"> Vision deteriorating Restricted visual field Mobility is affected Distance vision worse than 6/36 	<ul style="list-style-type: none"> Moderate to profound hearing loss Use of hearing aids 	<ul style="list-style-type: none"> Student specific 	<ul style="list-style-type: none"> Advice from outside agencies, specialist support 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services
5	Statement (until 2016) or Education Health and Care Plan (EHCP)			<ul style="list-style-type: none"> As detailed in Statement or EHCP 	<ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers

Appendix V - The 4-Part Cycle of SEND Practice

We operate a holistic approach for assessing, tracking and monitoring progress. It builds on frequent review in successive four stage cycles: Assess; Plan; Do; Review:



1. Assess (Teacher, SENDCo, and External agencies where appropriate)

A student's SEND may be indicated during the application procedure or may be identified by a teacher or the SENDCo. Assessments, either undertaken by the SENDCo or by subject teachers will be used to identify a student's SEND. With parental approval, an educational psychologist or other appropriate specialist may be involved in assessing the pupil for SEND, the results of which will be communicated to parents and all relevant teachers by the SENDCo. All SEND will be recorded in the SEND Register which is available to all staff.

2. Plan (Teacher, SENDCo)

We recognise that differentiation is essential to meet the diverse range of abilities within any class. Class teachers will plan levels of activities so that more able pupils are stretched whilst others can still cope with lessons and understand the concepts taught. For those pupils who may not necessarily need their own learning intervention programme, teachers plan and deliver differentiated material or modify teaching styles and resources used according to individual pupil's needs. Where SEND are needs identified, Teachers work with the SENDCo to identify provision.

This provision is agreed upon by the SENDCo, teacher, parent and pupil and are recorded in a SAP (School Action Plan). The SAP will include EAA (Exam Access Arrangements) – see separate appendices.

3. Do (Teacher, LSA)

The classroom teacher remains central to ensuring that students SEND are met. It must be noted that ensuring correct provisions are made for students with SEND is a whole school responsibility. Provisions are pupil-centred and may change often, in accordance to information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEND as recorded in the SEND register.

4. Review (Teacher – including Head of Year – LSA and SENDCo)

Assess, Plan, Do, Review is a whole-school approach to ensuring outstanding progress for pupils with SEND. Pupils are central to this approach, and review should be frequent in order for the support to remain effective, personalised and up-to-date.

Appendix VI- EXAM ACCESS ARRANGEMENTS POLICY STATEMENT

These guidelines have been developed by the SENDCo and the Examination Officer in line with the requirements of the Joint Council for Qualifications (JCQ).

Guidelines for Exam Access arrangements:

Exam Access Arrangements (EAA) are primarily based on a history of need and normal way of working. The existence of a medical diagnosis or a physical disability in itself does not imply that the candidate in question has special education needs.

Access arrangements reflect the support which is usually available to a student in the classroom, for internal and mock exams. This is known as normal way of working.

Evidence Requirements:

Evidence, to be kept on file, will vary slightly on a case-by-case basis, but in all cases the following is required:

- Evidence of need from an appropriately qualified/certified Specialist Assessor designated by the school, including a complete Form 8
- Details of normal way of working as evidenced by the SENDCo and subject teachers
- Details of history of need, persistent difficulties and provision as evidenced by the SENDCo and subject teachers

Evidence must be available for inspection by JCQ. This normally takes place at any time during the summer examination period. Evidence is also requested by Awarding Bodies through Access Arrangements On-line.

The main Access Arrangements available are as follows:

Extra time	Extra Time is awarded where the ability to process information is slower than average. A standard score of 84 or below in at least one relevant standardised test is necessary. Dyslexic students are tested to establish a <i>deficit rather than a discrepancy</i> . Applications to JCQ must be made.
Supervised Rest Breaks	Supervised Rest Breaks must be considered before making an application for Extra Time. Supervised rest breaks might be considered appropriate for candidates with the following <i>diagnosed</i> conditions: ADHD/ADD, ASD, Hyper-mobility, Oppositional Defiance Disorder, physical, psychological and medical conditions. Unlike extra time, students are not allowed to work on their paper during a rest break.
Prompter	When students lose concentration or focus and are unaware of time the use of a prompter may be awarded.
Separate Room	Students with a medical or psychological condition may need to sit their exams in a small/separate room rather than the main examination hall.

Word Processor	A word processor may be used when it is the student's normal way of working.
Word Processor (Spell check de-activated)	A word processor with the spellcheck de-activated will be considered where it is a student's usual way of working and their spelling is so poor as to be unrecognisable by a computer spellchecker. This option will always be explored before offering a scribe.
Scribe	This access arrangement can be considered where a candidate cannot write legibly because of significant learning difficulties or has a physical disability or poor motor skills. However, a word processor should always be considered before a scribe where it is the candidate's <i>normal way of working within the centre</i> so as to encourage independence. A scribe should only be used where a candidate lacks the competence or confidence to use a word processor. There are strict rules applying to the use of a scribe. Applications to JCQ must be made.
Reading Pen	A reading pen may be used when it is a student's usual way of working. If a student's ability to read single words is slowed or their comprehension limited, a reading pen may be a useful aid.
Reader	A reader can only be awarded to a student with a standard score of below 85 in an assessment designed to test reading. A reader cannot be used in examinations which are testing reading, but a computer reader may be offered. There are strict rules applying to the use of a reader. Applications to JCQ must be made.

Parent referral

Parents can contact the SENDCo to ask for advice about testing if they have concerns. Once contact has been made, information is requested from teachers and a decision is made as to whether further testing is appropriate. Evidence that the student has *persistent and significant difficulties* must be established. However, it must be noted that, for the purpose of access arrangements privately commissioned reports alone are not accepted by JCQ but can be used as additional evidence.

Teacher referral

Teachers can raise concerns about exams or general academic progress of a student. In response, the SENDCo will investigate the possibility of allocating an EAA.

Reviewed annually by SLT

Appendix VII- MORE ABLE STUDENTS POLICY STATEMENT

Some students show abilities and capabilities beyond their years and this is a special educational need in itself as they require challenge and support beyond the norm for their peers. This could be in one or more academic areas, e.g. Mathematics, Sciences, English Literature. It could be in sports or the creative arts.

A more able students can be identified in several way, including but not limited to:

- Especially high MidYIS scores, 130+, indicate very high academic ability
- Prior history of participation in sports at county or higher level
- Prior history of participation in creative arts at a high level beyond school, e.g. being part of the LSO youth choir
- Observation of performance having joined Portland Place School

More Able students in sports and creative arts can be recognised at entry in Years 7 and 9 by the awarding of a scholarship. From 2021, beyond the financial incentive of the scholarship, the school will develop and additional programme to provide further challenge for scholarship students in their areas of strength. At Portland Place School we pride ourselves on understanding our students as individuals and adapting our work to meet their needs. We will work with individual students and families to provide support for that student's endeavours and the necessary stretch and challenge where applicable.

Recent examples are:

- An accelerated Mathematics group, usually three or four students, who take their GCSE at the end of Year 10 and pursue a Further Maths qualification in Year 11.
- A student who was an especially good tennis player, on the European tour for their age, who was released for tennis training instead of taking PE in school and who had remote learning support when they played tournaments.
- A student who had a burgeoning career as a professional actor with several film and TV parts and who had remote learning support when they were away filming.
- A student who is academically very able (MidYIS score 142) and within that, shows a special interest in the physical sciences. They were supported with additional tutoring to take GCSE Astronomy in Year 7 and GCSE Physics in Year 8, achieving grades 6 and 8 respectively.