

Title	Special Educational Needs
Associated Policies	<ul style="list-style-type: none"> • Safeguarding and Child Protection (TPO/HS/05) • Health and Safety (TPO/HS/03) • Admissions (TSP/ADM/01) • Single Equality Policy (TPO/EO/01) • Behaviour and Discipline (TPO/STU/03) • Online Safety (TPO/STU/12)

REVIEWED: NOVEMBER 2024

NEXT REVIEW: NOVEMBER 2025

1. Policy Statement

- 1.1 Brooke Weston Trust is committed to enabling equal opportunities for all students to receive a quality education and access to opportunities for personal development, regardless of their background or starting point. The Trust is ambitious for all students by promoting personal development; strong leadership; high quality teaching and great progress and outcomes.
- 1.2 This policy sets out how our Academies will support and make provision for students with special educational needs and/or disabilities (SEND) and the key roles and responsibilities of everyone involved in providing for students with SEND.
- 1.3 All academies within the Brooke Weston Trust shall ensure that:
 - 1.3.1 The special educational needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. The Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.
 - 1.3.2 They work in partnership with parents and appropriate external agencies to support students with SEND. Each Academy will use its best endeavours through reasonable adjustments to ensure that appropriate provision is secured for any student with SEND to achieve agreed outcomes.
 - 1.3.3 The duties set out in the SEN Code of Practice (2015), The Special Educational Needs and Disability Regulations 2014, and the Equality Act 2010 are fully met, enabling those with SEND full access to the normal activities of the academy. Brooke Weston Trust promotes inclusion for all across all of the academies.
 - 1.3.4 Each Academy has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEND record held in respect of individual students. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes. ‘Every teacher is a teacher of SEND.’
 - 1.3.5 Children and young people with SEND take a full role in academy life, alongside students who do not have SEND.
 - 1.3.6 Training is provided to staff which aligns with the specific expertise and knowledge needed within the academy to support its students with SEND.
 - 1.3.7 All support provided and decisions taken have regard to these general principles as well as the legal framework set out above.

1.3.8 The Trust recognises that students with SEND can face additional safeguarding challenges. In particular they are more vulnerable and at risk of harm from child on child abuse, online risks etc. This is reflected in the Safeguarding and Child Protection Policy. These additional challenges can include:

- assumptions that indicators of possible abuse (such as behaviour, mood and injury) relate to the child’s condition without further exploration;
- being more prone to isolation;
- potential for children with SEND being disproportionately impacted by behaviours such as bullying, without showing any outward signs; and
- communication barriers and difficulties in managing or reporting these;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools, or being unable to understand the consequences of doing so

1.4 Each Academy within the Brooke Weston Trust must set out their detailed approach to identifying and supporting students with SEND in accordance with the requirements of the Children & Families Act 2014 and the guidance set out in the SEND Code of Practice (2015). The SEND Information Report (or clause 65) will be published on the individual school/Academy website and will be updated at least annually.

2. Who does this policy apply to?

2.1 The policy applies to all staff across the academies within the Brooke Weston Trust and those students with SEND in all academies.

3. Who is responsible for carrying out this policy?

The Principal

3.1 The Principal will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND
- Have overall responsibility for the implementation and operation of this policy.

The SENCO

3.2 The SENCO will:

- Work with the Principal and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school’s delegated budget and other resources to meet students’ needs effectively
- Monitor the progress of pupils with special educational needs, ensuring staff intervene to maintain progress and supporting colleagues in achieving this
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

- Work with the Principal and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Contribute to CPD training as appropriate
- Liaise with parents/carers of SEND students
- Monitor, evaluate and review the effectiveness of the SEN Policy and advise the Principal, the Vice Principal and the LGB
- Ensure that pupils with SEND make good progress with good outcomes
- Liaise with the Designated Safeguarding Lead as required
- Prepare the SEND Information Report (Clause 65) at least annually. This must be approved by the LGB.

SEN Governor**3.3** The SEN governor will:

- Help to raise awareness of SEND issues at Local Governing Body (LGB) meetings
- Meet regularly with the SENCO to monitor the quality and effectiveness of SEND and disability provision within the school and update the LGB
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school.

Classroom Teachers**3.4** “All teachers are teachers of special educational needs.”**3.5** Each class teacher is responsible for:

- The progress and development of every student in their class
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with Teaching and Learning
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring students One Page Profiles are considered in lesson planning and delivery
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school’s procedures for SEND
- Raising individual concerns to Subject Leaders and the SENCO
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student’s progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

Teaching Assistants**3.6** Teaching Assistants will:

- Support students with SEND and the wider school population
- Plan and deliver individualised programmes where appropriate
- Assist with drawing up individual plans for students and supporting One Page Profile development, as required
- Contribute to the review process, either in person or with a written report
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Support students on Educational Visits and co-curricular, as required

- Jointly plan with teachers, where appropriate
- Monitor students' progress, keep relevant records and support the SENCO in determining the effectiveness of the classroom and withdrawal support
- Assist with medical and/or personal care as required.

The implementation of this policy will be monitored by the LGB of each Academy.

4. What are the principles behind this policy?

4.1 The SEN Code of Practice states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution*

4.2 *'If it were my child I would expect them to be able to access a differentiated curriculum which is appropriate and accessible for their individual needs without being labelled or discriminated against.'* Students will be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where they feel valued, encouraged and safe.

4.3 The academy will work in partnership with students, teachers, parents and, where appropriate, other external agencies and in line with the SEND Code of Practice (2015) to ensure that individual learning needs are addressed within the context of the Academy curriculum.

4.4 Parents of SEND students will be able to discuss the needs of their child with their child's tutor, the Progress Co-ordinator/Head of Year or the SENCO.

4.5 Children will be treated as individuals where their individual needs, interests and aptitudes are recognised. They will be encouraged to achieve their full potential, whatever their abilities and be provided with opportunities for continued growth and development so that they can increase their self-esteem and be confident, independent learners and adults.

4.6 Students will receive a broad and balanced curriculum that meets their needs in both content and style of delivery allowing them to make informed choices and be equipped as they progress through education and life after school.

4.7 Students with SEND will be supported for independent living and adulthood so they can participate in society and lead healthy, successful lives.

4.8 All staff will be ambitious and aspirational for students with SEND.

5. Procedures

Identification:

5.1 Information about SEND will usually accompany students upon entry to the academy and this will be used by the SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeders' schools or early years setting, in the summer term, before students start at the school.

- 5.2 On entry to the academy, including in year admissions, where required, students will be assessed by the SENCO and relevant subject/class leaders as part of for four-part cycle – assess, plan, do and review (as detailed in the Code of Practice, 2015) to identify any potential areas of need. Students may then be added to the SEND register in line with the Code of Practice. Assessments and initial screening taken by students upon entry might include:
- Key Stage performance data/EYFS
 - Cognitive Ability Tests
 - Reading and spelling assessments
 - Literacy and numeracy assessments
 - Information from previous settings
 - Contact with parents/carers
 - Specialist assessments etc.
- 5.3 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by relevant staff. If a student has not made expected progress then interventions will be put in place regardless of need.
- 5.4 If a member of staff identifies a student whose SEND are not met by the normal differentiated programme of study, the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed. At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student with the SENCO. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet or 'One Page Profile / guidance note' will be drawn up by the SEND team with copies shared with all staff concerned with the student's progress.
- 5.5 If a parent/carer refers their child to the Academy as they believe their child has SEND they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented. If such support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed. Parental permission is needed for this and information and strategies for support will be shared with all staff. If there are no concerns regarding the students' academic progress, the Academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 5.6 Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the Academy will consider submitting a request for statutory assessment for SEND to the Local Authority. Parents/carers can also request statutory assessment.
- 5.7 In September 2021, the engagement model replaced P scales 1 to 4 for children working below the standard of National Curriculum assessments in KS1 and KS2.

Planning and supporting academic progress of students with SEND

- 5.8 The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:
- The teacher's assessment and experience of the student
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant.

5.9 All staff teaching students on the SEND register will be made aware of individual needs. Subject/Classroom Leaders and the Special Needs team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of Continuing Professional Development (CPD).

5.10 The following adaptations may be made to ensure all students' needs are met:

- Differentiating the curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Use of assistive technologies
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Assessing Access Arrangements for assessments and public examinations.

Reviewing

5.11 All students regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEND interventions delivered outside the classroom have SMART (Specific, Measurable, Achievable, Realistic and Timed) targets set to ensure that progress is made. These are recorded using Individual Education Plans (IEPs), provision mapping, guidance notes or Student Learning Programmes and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer to a specialist services such as an Educational Psychologist or other external agencies.

5.12 If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements and an annual report is provided to the parents regarding their child's progress.

5.13 If, as a result of appropriate progress, a student (who does not have an EHC plan) is removed from the SEND register at the academy the student will continue to be monitored through the structured reporting programme by the subject/classroom leaders. If the student has an EHC plan and is making appropriate progress, the academy will work in collaboration with the parents/carers and the local authority to determine whether the EHC plan will cease or be maintained following the annual review.

Expertise and training of staff

5.14 Each academy will ensure that the skills of the staff match the needs of the current students. This will include the appointment of a suitably qualified and experienced SENCO, experienced teaching assistants and HLTAs who are trained to deliver SEND provision.

5.15 All staff teaching students on the SEND register will be made aware of the individual needs. Subject/Classroom Leaders and the Special Needs team will help teachers when required to develop strategies to support, scaffold, differentiate and ensure that appropriate resources are available as part of the CPD Programme.

Evaluating the effectiveness of the SEND provision

5.16 The Academy evaluates the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their SMART targets each term

- Conducting learning walks, work reviews, lesson observations
- Reviewing the impact of interventions each term
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- 5.17** All students are members of the Academy community and are entitled to take part in the full life of the school. If a pupil has a special educational need, the staff of the Academy will take as many steps as possible to address any difficulty, with advice and support from outside agencies where necessary. The Academy ethos is committed to social inclusion.

Brooke Weston Trust is committed to ensuring that there are no barriers to students with SEND enjoying the same activities as other students in our schools. For example, all extra-curricular activities and school visits are available to all students, including our before-and after-school clubs. All students are encouraged to go on residential trip(s) and to participate in sports days and other school events.

In supporting this commitment, the SEND Policy: Identifies those students with barriers to learning; provides a support structure, which will help remove those barriers; ensures that all pupils are able to access the curriculum and are enabled to become full and active participants in all aspects of Academy life and also ensures that pupils with disabilities are treated equally.

Support for improving emotional and social development

- 5.18** Brooke Weston Trust expects its academies to provide support for students to improve their emotional and social development in the form of extra pastoral support arrangements for listening to the views of students with SEND and additional measures to prevent bullying.

Complaints about SEND provision

- 5.19** Complaints about SEND provision in the academy should be made to the Principal in the first instance. They will then be referred to the Trust's complaints policy.
- 5.20** The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services.

6. SEND Information Report (Clause 65) and Accessibility Plan

- 6.1** Each academy will publish its SEND Information, as required by the SEN Code of Practice, on their website. It will be updated at least annually. This document details how the SEN Policy is implemented in each academy. It will be published on each academy's website.
- 6.2** Additionally each academy will also publish its Accessibility Plan detailing how each school does everything it can to support disabled pupils to access and participate in the curriculum; improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided and make all disabled pupils aware of the accessibility plans. This is a requirement due to Equality Act 2010. It will be published on each academy's website.
- 6.3** Both documents must be approved by the LGB. This can be delegated to the Principal, named Governor or a committee.

7. Policy review

- 7.1 This policy will be monitored as part of the Trust's annual internal review and reviewed on annual basis or as required by legislature changes.

Document Control

Date of last review:	November 2023	Author:	Trust SEND Lead
Date of next review:	November 2024	Version:	10
Approved by:	Strategic Delivery Group	Status:	Ratified

V7 - Summary of Main Changes

- Replaced reference to peer on peer abuse with child on child abuse throughout
- Inserted additional information on why children with special educational needs or disabilities can face additional safeguarding challenges (*paragraph 1.3.8*)
- Inserted reference to the SEN Governor meeting regularly with the SENCO (*paragraph 3.3*)
- Inserted reference to the use of learning walks, work reviews and lesson observation to evaluate the effectiveness of provisions for students with SEND (*paragraph 5.15*)

V8 - Summary of Main Changes

- Dyslexia appendix added to policy (*appendix 2*)

V9 - Summary of Main Changes

- No changes from previous version

V10 - Summary of Main Changes

- No changes from previous version

APPENDIX 1: GLOSSARY OF TERMS

Early Help Assessment: A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught. <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the Principal or Vice-Principal may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency. Responsibilities are as follows:

- Day to day operation of the SEND Policy
- Co-ordinating the provision for pupils with SEND and/or disabilities by working closely with other staff and working closely with parents and professional with regards to SEND need.
- Supporting teachers to monitor standards of pupil achievement and contributing to training of staff
- Collaborating with senior leaders and co-ordinators to ensure appropriate learning for all children is given equal priority.
- Manage support staff who work with SEND and disabled pupils
- Maintaining appropriate records and ensuring available resources are deployed effectively
- Ensuring the SEND Information Report is up to date and is accessible.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum.

APPENDIX 2: DYSLEXIA STATEMENT

BWT aims for every SEND student to be able to access a broad and balanced curriculum that allows for them to reach their full potential academically. As well as this, as a trust, we are helping students gain the life skills they need to become independent young adults when they leave our trust schools.

This will be achieved by:

- All of our trust schools providing high quality teaching with adaptations and differentiation to encompass both the strengths and needs of all students.
- Identifying students with any additional needs on entry to our trust schools.
- Identifying the strengths and weakness of the student in relations to dyslexia.
- Identifying ways in which to support students with dyslexic tendencies effectively within our trust.
- Ensuring needs are fully met by using the format of Assess, Plan, Do and Review as stated in the SEND Code of Practice.
- Having a trust wide approach to training, provision and support for students with dyslexia to ensure consistency.
- Ensuring outstanding co production between students, staff and parents to make sure all are informed and involved in decision making around assessment and subsequent provision.

What is Dyslexia?

The British Dyslexia Association (BDA) adopted Sir Jim Rose's 2009 report 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties'. It states: '-Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.'

Dyslexia occurs across the range of intellectual abilities .It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.'

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

Dyslexia is also referred to as a 'Specific Learning Difficulty'; where the emphasis is on identifying the weaknesses and the focus of support has been through the Special Needs Department, however there has been a body of work which sees it as a 'Specific Learning Difference'. Using the latter model, there is an emphasis on student strengths and learning preferences, with focus on how all lessons are planned, resourced and taught. The 'difference' model emphasises inclusive teaching strategies designed to empower all learners to be the best they can be.

Dyslexia falls within Cognition and Learning as a broad area of need in the June 2014 SEND Code of Practice. Teachers adapt teaching methods to address the learning needs within the classroom and through identifying students' strengths and learning styles; these can be used to support their areas of weakness. With this approach, an assessment of dyslexia is not required in order to begin implementing strategies to support dyslexic learners as these are embedded in dyslexia Early Identification: friendly classroom practice. For some students, high quality universal teaching will not be sufficient and concerns are beginning to be raised at this point about the learning and progress of individual students, these will be addressed through a graduated response.

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Identification Process of Dyslexia Tendencies

The identification process will follow the pathway below:

1. Initial GL New Group Reading Test (NGRT) will be conducted and if
 - a) a student scores less than a standardised score of 85 and / or has a
 - b) 3 or more stanine difference in their sentence completion and passage comprehension they will access Fresh Start literacy intervention.
2. Re assessment of reading will be conducted using NGRT after 12 weeks of intervention.
3. If the student demonstrates a higher than expected progress this successful intervention will continue to next round of assessments, however a dyslexia assessment will not be sought at this point.
4. If student progress is below or at expected progress then further investigation will be sought through one of more of the following:
 - a) CTOPP 2 – Comprehensive Test for Phonological Processing.
 - b) DASH – Detailed Assessment of Speed of Handwriting,
 - c) TOMAL 2 – Test of Memory and Learning
 - d) WIATT-III - Reading single word accuracy, reading comprehension and reading speed.
5. In addition to the assessments in part 4 we will also collate student views, staff concerns and observations, parental views, previous school information and any other teacher assessments and data.
6. .Based on all of the assessments and findings the SENCO will decide on whether to move forward with the GL Dyslexia screener

Dyslexia Screener

The GL Dyslexia Screener is an initial screening tool when there is concern about a student's literacy progress. The screening tool is standardised to ensure accurate benchmarks and is able to distinguishes between general literacy difficulties and those associated with dyslexia. It comprises of six digital tests and identifies whether a student would benefit from further diagnostic assessments.

The Brooke Weston Trust do not currently provide a formal assessment of dyslexia. We do not see this as good practice for working with students with dyslexia and other literacy needs. We employ and adopt strategies within our trust without the need for a full diagnostic assessment. The formal dyslexia assessment is not required by schools to enact provision or to apply for access arrangements needed for formal exams.

Strategies to support the dyslexic learner

The Brooke Weston Trust use a variety of interventions which are specifically selected to meet the individual needs of the student. These may comprise of:

- Ongoing informal assessments from teaching and support staff
- Colour Overlays, reading rulers, coloured work books may be used if appropriate.
- Changing the background colours on the white board, PowerPoints,
- Reading schemes that support Dyslexic students
- Visual Timetables
- Individual Timetables
- Word Mats
- Mind mapping
- Writing frames
- Seating plans
- Use of ICT to support learners
- Keyworker support

Interventions

A selection of the following interventions are used within the family of schools to support: spelling, handwriting, memory and reading

- Toe by Toe
- Accelerated reader
- Bedrock
- Stareway to spelling
- Touch typing
- Assistive technology
- Catch up literacy
- spelling interventions
- Frayer model
- Handwriting intervention
- Rapid Plus
- Fresh start
- Drop everything and listen
- Guided reading
- Dyslexia friendly GCSE books
- Step Up to English KS4
- 6th form student mentors

Transition through Key Stages, in year moves and Post 19 arrangements.

Information gathered regarding any student with dyslexia, in terms of their strength and difficulty profile and strategies which are used to support and access arrangements that are in place will each year be shared with the student's new teachers, be that in the same school or with a change of placement. This transfer of information will enable a smooth transition to the next academic year, enabling the student to have continuity of approach, in terms of strategies used in class.

When a student is making the transition to a new school, the SENCO / Head teacher will seek as much information to ensure that all staff are aware of the needs of all the students and provision can be put in place to meet those needs as effectively as possible. This is relevant to all phases, including Year 11 to Post 16 to University.

The admission criteria for every university are variable in regards to dyslexia assessments requirements and who should carry them out. It is essential you check the criteria guidelines. Many universities will only acknowledge assessments if they have been carried out within the last two years, but requirements vary between different establishments.