



# MAYVILLE HIGH SCHOOL

*Founded in 1897*

## **POLICY FOR THE TEACHING OF DYSLEXIC PUPILS & PUPILS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)**

This policy is applicable to all pupils including those in EYFS.

This policy is reviewed annually. Latest review August 2020

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## Overview:

Mayville High School is an Independent Day school for boys and girls aged 2 –16 of average to above average ability. We provide a full and balanced curriculum of learning to GCSE and offer exceptional opportunity for children with specific learning difficulties such as dyslexia, dyspraxia, mild ASD and mild speech & language disorders by providing differentiated Quality First Teaching and additional specialist support through our Dyslexia Learning Unit.

Pupils who have a diagnosis for any of the above conditions and those who do not have a formal diagnosis but who require additional support are withdrawn from lessons and taught on 1:1 basis by a literacy, numeracy or study skills specialist. The lessons are an additional cost to parents.

The school is regularly inspected by CreSTeD, Council for the Registration of Schools Teaching Dyslexic Pupils and our registration was renewed for a further 3 years in **February 2020**. It is also regularly inspected by The Independent Schools' Inspectorate.

## Our Philosophy

At Mayville, we recognise that children learn in diverse ways and at different rates and that these differences may or may not be attributed to a specific learning difficulty. Our aim is to work closely with teachers to ensure that pupils' individual needs are met both in the classroom and individual lessons and that they acquire both the learning skills and confidence to enable them to access a balanced curriculum to the best of their ability, ensuring that they maximise their potential and develop skills for life-long learning.

All teaching staff are responsible for ensuring that the needs of all pupils are met in the first instance through Quality First Teaching which will take into consideration the learning styles of each pupil and appropriate levels and strategies of differentiated support within the classroom. However, if the pupil does not make the required progress at the Universal Level, the pupil will be referred to the dyslexia unit for an additional assessment which may lead to them being added to the SEN register and being offered targeted support by a specialist dyslexia-trained teacher who will work closely with the class teacher and parents.

*'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'*

**All teachers are teachers of pupils with special educational needs (Code of Practice Jan 2015).**

At Mayville we are mindful of our duties to meet the needs of the young people in our care under guidance from the Disability Act 2010 and the new SEND Code of Practice for Special Education Needs Jan 2015.

## **Background to the Dyslexia Unit**

The Dyslexia Unit was set up in September 1992 to support pupils with Dyslexia/SpLD. It is unique in the Portsmouth/ South Hampshire area and therefore the school attracts pupils from a wide catchment area. The Unit plays a vital part in ensuring the success of our pupils. It ensures that the pupil's needs are properly identified and addressed not only in the Unit itself but also across the whole school. The specialist staff in the Unit have close contact with classroom teachers to ensure that the pupil's difficulties are fully understood and that effective adjustments are made. They also work closely with parents who we recognise play a vital role in the education of their children. Our procedures and methods of support are constantly reviewed in light of good practice and changes in Government legislation.

While most pupils who attend the unit are timetabled to do so, we also operate an open-door policy for pupils, staff, pupils and parents who can come to us at any time with concerns.

The Unit is regularly inspected by CRESTeD and was awarded Learning Support Centre status renewed for a further 3 years in February 2020.

We are situated on the top floor above the junior school and endeavour to make our tight area as friendly and welcoming as possible.

## **Defining SEN**

The Code of Practice for Special Educational Needs and Disability 0 – 25 states that the fundamental principles of special educational needs provision are as follows:

1. All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
  - achieve their best
  - become confident individuals living fulfilling lives, and
  - make a successful transition into adulthood, whether into employment, further or higher education or training
  
2. All children with special educational needs (SEN) or disabilities should have their needs met. The school must:
  - have regard to the views, wishes and feelings of children and their parents
  - make sure that children, their parents and young people participate as fully as possible in decisions that affect them
  - provide support to children and their parents so that children do well educationally and can prepare properly for adulthood

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Many children will have special educational needs of some kind during their education. There are four main categories of SEN

- Communication and interaction
- Cognition and learning (including Dyslexia)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### *Defining Disability*

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities

You are considered disabled Under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Persons in education who are disabled are protected from discrimination in two ways:

- they are entitled not to be treated less favourably than a nondisabled student for a reason relating to their disability unless the school can show that this is "justified"
- they are entitled to have reasonable adjustments made with respect to admission arrangements and in the provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments is "justified".

### *Defining Dyslexia.*

Dyslexia is one condition that is considered to be a disability under the Equality Act.

The accepted definition of dyslexia is taken from Sir Jim Rose's Report, "Identifying and teaching children with dyslexia and literacy difficulties" 2009.

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across a 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.

The BDA Management Board has added:

"In addition to these characteristics, the BDA acknowledges the visual 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."  
(See also checklist – Points that may indicate Dyslexia.)

### *Neurodiversity*

We recognise that dyslexia is not a discrete condition and that each individual has a unique profile of strengths and weaknesses. Dyslexia can be co-morbid with other specific learning difficulties, sharing common characteristics.

### *Defining Dyspraxia*

A form of developmental coordination disorder (DCD), a common disorder affecting fine and/or gross motor coordination in children. It is particularly noticeable in pupils with poor handwriting. It may also affect speech and the ability to plan what to do and how to do it. It is a lifelong condition

### *Defining ASD*

Autism spectrum disorder (ASD) is a developmental disorder that affects communication and behaviour.

### *Defining Dyscalculia*

Dyscalculia is a specific learning disability in numeracy, characterised by an inability to subitise numbers, difficulties with number sense and symbolic and non-symbolic magnitude. Pupils have difficulty knowing the value and magnitude of digits and symbols as well as place value, money and time.

### *Defining SLI*

Specific language impairment (SLI) is a language disorder that delays the mastery of language skills in children who have no hearing loss or other developmental delays. It is characterised by slow development of the correct use of syntax and verbal sentence structure. Pupils are unable to articulate their thoughts and feelings. It is sometimes comorbid with speech articulation difficulties.

### *Defining SEMH*

Children and young people with SEMH difficulties may display **passive** behaviours such as:

anxiety, low mood, being withdrawn, avoiding risks, unable to make choices, low self-worth, isolated, refusing to accept praise, failure to engage, poor personal presentation, lethargy/apathy, daydreaming, unable to make and maintain friendships, speech anxiety/ reluctance to speak, task avoidance

Children and young people with SEMH difficulties may display **active** behaviours such as:

challenging behaviours, restlessness/over-activity, non-compliance, mood swings, impulsivity, physical aggression, verbal aggression, perceived injustices, disproportionate reactions to situations, difficulties with change/transitions, absconding, eating issues, lack of empathy, lack of personal boundaries, poor awareness of personal space

## **Aims**

This policy aims to fulfil the statutory requirement laid out in the SEND Code of Practice 0 – 25 January 2015 and has been written with reference to the following guidance and documents to incorporate:

- Equality Act 2010 and schools May 2014
- SEND Code of Practice 0 – 25 January 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils with medical conditions December 2015

- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This should be read in conjunction with the School's policies on Accessibility, Bullying, Safeguarding, Dealing with Complaints.

*To fulfil this we aim:*

- To ensure full entitlement and access for Dyslexic/SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with SEN alongside their peers within the normal curriculum of mainstream schools
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- To enable SEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future.
- To identify and assess pupils with SEND as early and thoroughly as is possible and necessary.
- To fully involve parents and pupils in each stage of the process of identification, assessment and delivery of
- To support pupils in school with medical conditions so that they have the fullest access to education including school trips and PE in compliance with the Equality Act 2010.
- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To ensure that the education of other pupils is not significantly compromised by the adjustments
- To promote the personal development of pupils alongside academic achievements by encouraging the development of resilience, self-understanding, emotional security, ability to explore own interests, articulate thoughts and feelings, find solutions to problems, recover from setbacks, express worries, value getting things wrong and learning from them, feel secure and confident to 'take appropriate risks'
- To encourage to development of skills necessary for the next stage of life

#### **Assessment and Identification.**

All staff are responsible for identifying pupils with learning difficulties.

Assessment is an integral part of the teaching and learning process and forms a valuable formative and summative tool to measure progress. Effective assessment provides:

- A statement of current attainment
- A record of progress
- An acknowledgement of achievement and under-achievement
- Information on the pupil's readiness for future learning
- Information on the effectiveness of the teaching methods employed and the current scheme of work

*Pre-Registration:* Background information is gathered from parents about family history of learning difficulty, early childhood development patterns including motor and speech, languages spoken at home, history of education, relevant medical information.

*Taster Day:* Prospective students are assessed by a member of the DLEU team for verbal and nonverbal skills, current attainment levels in literacy and numeracy and informally assessed for any underlying cognitive issue that may affect their learning. Existing EP and school reports are considered.

*Identifying and Assessing Pupils with SpLD or other learning difficulties.*

The school no longer uses 'blanket' screening for dyslexia. This has been substituted by good staff training in identifying difficulties and putting in place adjustments at the universal level in the first instance. If the pupil continues to not make the expected progress, they are referred to the DLEU for screening. The process for referral is outlined on the google doc pages. Teachers fill in a form outlining their concerns which is shared with the DLEU and other members of staff. The DLEU collates information from staff and documents such as tracking data, action plans and progress reports.

Parents are consulted prior to assessment. The Dyslexia Screening Test (2004) *Fawcett A and Nicholson R Pearson* is used together with other appropriate tests. Parents meet with a member of the DLEU to discuss the results and appropriate actions. These may include adding the pupil to the SEN register and informing teachers, providing 1: 1 specialist support at the unit or recommending a full diagnostic assessment by a member of the team with an APC.

In addition, we do the HAST 2 standardised spelling test twice a year at the end of the Autumn and Spring terms and a single word reading test.

*Nursery/EYFS*

**SENCO:** Miss K Hewitt

Comprehensive records are held for each pupil based on the *Early Years* areas of development from birth to age three. In addition to this, staff complete their own checklists detailing progress in the following areas of development: social and emotional, physical, fine motor, language and intellectual.

(See also Special Needs Policy for Early Years)

## **Support for SEN**

Support for our pupils is provided in a staged process.

*At the Universal Level*

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff, even if this support is undertaken outside the classroom.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.
- Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given starting point, they are given extra support.

*At the Targeted Level*

- Once a potential special educational need is identified, the school involves the expertise of the SENCO and senior staff and takes action to remove barriers to learning and put

effective special educational provision in place. This SEN Support should take the form of a four-part cycle – assess, plan, do, review. This is known as the graduated approach.

*Assess:* schools are required to assess and take into consideration the experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views are also taken into account.

*Plan:* parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

*Do:* the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.



#### *At the Specialist Level*

This may involve involvement of specialist agencies in the case of application for an EHCP, Occupational Therapists, Speech Therapists, Mental Health or CAMHS, Optometrists, Audiologists.

#### **Support offered by the DLEU**

Pupils are timetabled to attend lessons at the DLEU and are withdrawn from regular classes. Care is taken to ensure that pupils do not miss classes in core subjects or subjects they enjoy. Sessions are one to one for 50 minutes once a week for senior pupils and two 30 minute sessions for junior pupils.

Specialist staff in the DLEU are able to support pupils to develop skills in:

#### Literacy

- Phonological Awareness
- Spelling – Phonics and Morphological strategies for regular words, Orthographic strategies for irregular words, Spelling Rules
- Handwriting or typing skills
- Sentence Level work
- Vocabulary Development
- Structuring written assignments
- Critical thinking and question analysis
- Simple View of Reading – non word reading and guided reading for comprehension

- Support with Accelerated Reader Programme

#### Numeracy

- Concept of number and number sense
- Basic operations
- Fractions, Decimals and Percentages
- Word problems
- Support for GCSE

#### Study Skills

- time management
- organisation
- revision skills
- note taking and making skills
- higher level reading
- writing skills for GCSE
- strategies to improve attention and memory encoding and recall
- strategies to improve concentration and attention.
- metacognitive and thinking Skills, becoming an independent learner

### **Quality of Teaching and Learning**

We recognise that “one size does not fit all” and if pupils do not respond to the way we teach, then we have to adapt our teaching to the way that they learn.

Cumulatively the department can boast a wealth of knowledge and wide range of teaching experiences which we share with each other.

The support we provide is personalised to the needs of the pupil and takes into account the views of the pupil, the class teacher and parents.

- Lessons in the DLEU are usually 1:1.
- Pupils are withdrawn from class but extreme care is taken to ensure that this does not affect their learning in other areas and subjects that they enjoy.
- Learning objectives are agreed with the pupil and take into account concerns, views and recommendations from both class teachers and parents.
- An Individual Education Plan is prepared and reviewed termly both in terms of progress at the DLEU and how this affects progress in the classroom.
- Lessons are charged to the parents.

Good dyslexia teaching is multi-sensory, cumulative and structured with plenty of opportunity for overlearning and review.

Our specialists use a variety of specialist resources and teaching programmes that cover the main elements of literacy and numeracy development as well as study skills.

### **Pupil participation**

We value the opinions of the pupils we work with and their participation in setting targets. We encourage them to take responsibility for their learning through the promotion of metacognitive

skills and self-assessment so that they can develop into confident and self-motivated lifelong learners.

We also have an Achievement Tree for junior pupils and an Achievement Wall for Senior pupils. The junior children write on a leaf anything that they feel deserves acknowledgement, it does not need to be an academic achievement and can include successes outside school. At the end of each month all the leaves are appraised and the most worthy is given an award which is presented in assembly. The Seniors put up their own achievements on the wall so that they can be recognised. At the moment there is no particular process for appraising them because the seniors did not want to be their success being announced in assembly but we are considering a "Gold Book" to record these successes.

### **Parental Participation**

We recognise that parents play a vital role in their child's education. We therefore take their concerns about their child's progress seriously and value their input. We involve them fully in any assessment or support plans, keep them informed regularly about their child's progress with termly reports and parent/teacher meetings. We operate an open-door policy and welcome communication from parents at any time.

### **Working with Class Teachers**

At the Universal Level, class teachers are responsible for putting in place adjustments for those pupils who do not respond to quality first teaching to enable the pupil to access the curriculum. If the pupil does not make the required progress the class teacher will raise this concern with the DLEU.

Suggestions about how class teachers can support pupils together with a synopsis of the nature of their difficulties and support can be found on the SEN which is a google doc that is accessible by all teaching staff

DLEU staff endeavour to keep close contacts with teaching staff and the needs of the pupil. This is achieved by regular email contact, observations in the classroom, School Action Plans, School Reports and progress tracking data which are accessible on google docs.

We also provide personalised spelling lists for pupils who are unable to do the class lists. These will include spellings that are being addressed in the DLEU and therefore ensures better success for pupils.

The heads of the DLEU attend senior staff meeting where the progress of SEN pupils and those giving cause for concern may be discussed. Fortnightly meetings are held with the members of the DLEU team to discuss issues including pupil progress.

### **Referrals**

If the pupil is not on the SEN register and is not making the required progress, a Referral Form/Notice of Concern is raised with the DLEU. This is done through google docs. The pupil's parents are asked for permission to assess the child. The results of assessment are posted on the SEN register with further suggestions of class support and shared with parents.

If parents approve for the pupil to have 1:1 support at the DLEU, an ITP is raised and this is shared with class teachers on google docs. The ITP will include input outcomes from assessment, views of class teachers either by direct communication or action points taken from school reports and School Action Plans.

The class teacher is also responsible for appraising effectiveness of the support from the DLEU in terms of classroom progress and to report back to the DLEU on a regular basis.

### **SEN Register**

A pupil is added to the SEN Register if they have evidence of SEN even if they are not having support in the DLEU. The SEN register is a google doc that is accessible by all teaching staff.

The SEN Register holds the following information on goggle drive and is accessible to all staff:

- Diagnosis (if any)
- Nature of Difficulty (information taken from DLEU assessments and other professionals)
- Strengths and Needs
- Links to assessment documents
- Links to IEP and other documents
- Suggestions for Universal Support

It is constantly updated.

### **Access Arrangements**

The class teacher is responsible for putting in place Access Arrangements such as extra time and for collecting evidence of Normal Way of Working. They can upload evidence to google docs. They should start to do this from Year 9 at the latest.

Such information will include exam papers, clearly annotated to show the use of extra time, emails where extra time has been given for assignments or classwork etc., times when the student has had to take a rest break etc.

Pupils requiring laptops must consult with the DLEU. Pupils possibly requiring computer readers or text to speech must also consult with the DLEU before putting these arrangements into motion.

The SENCO or other appropriately qualified person at the DLEU is responsible for the application of Access Arrangements for pupils taking GCSE or other external examinations. An application for Access Arrangements can only be made once the Normal Way of Working has been well established and documented on google docs and assessment to confirm this has been carried out.

Teachers must be mindful that in Year 10 pupils using access arrangements will be tested to confirm validity of that arrangement and will need a score of below 85 in the cognitive area associated with the adjustment.

Staff complete an evidence form for each pupil and upload it onto the pupils file on Team Drive via the SEN register.

Full details of Access Arrangements appears in the Appendix of this document. In summary, in line with JCQ requirements, we provide: Extra time, Read Write computer reader, Read Write speech to Text, reading pens, human reader( if the pupil cannot use Read Write), human scribe (in the pupil cannot use Speech to Text), coloured paper, enlarged papers and seating arrangements.

### **Safeguarding**

All concerns about the wellbeing of the pupil, which are not to do with academic progress, will be communicated directly to the Head Teacher in person.

- Data Protection, Data Storage and other Communication*
- Pupil records and confidential information is kept in the SENCO's office.
- DLEU staff keep their own teaching records.
- Confidential information is not shared with teachers without the consent of the parent.

### **Schoolbase**

Records and information about pupils is no longer being uploaded to school base but is being uploaded to the SEN Register on the Team Drive of Google docs.

### **Liaison and involvement with outside agencies**

If the pupil still does not make the required progress at the Targeted Level, the DLEU will seek appropriate support from outside agencies. Parental consent must always be sought prior to contacting outside agencies. In some cases, a pupil may require an Education and Health Care Plan awarded by the Local Authority.

The Head Teacher is responsible for contacting the Social Services to register concerns about a child's welfare and implementing procedures relating to child protection. Child protection issues are referred in the first instance to the school's child protection officer.

### *Statements/ EHC plans and annual reviews*

The school undertakes to conduct annual reviews, where appropriate, in line with the Code of Practice in order to maintain open EHC Plans for pupils who have transferred out of the state system.

The school will also make requests for pupils to be assessed for an EHC Plan, as and when appropriate, having made the necessary consultations.

### **DLEU Staff Meetings**

Staff meetings are held weekly for specialist tutors and LSAs. Minutes are uploaded on to the DLEU folder on Team Drive and copies passed to the Head Teacher

### **Induction, Training and CPD**

All teachers and support staff undertake induction upon taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

Staff receive regular training in dyslexia friendly practice. Staff discuss their CPD requirements with the SENCO and SMT.

## **POLICIES**

## **Developing Self Esteem, Metacognitive Skills and Independent Learning**

Dyslexia should not be viewed as a learning difficulty but a learning difference. People with dyslexia have many strengths in the fields of creativity, invention, problem solving and communication. There are many examples of people with dyslexia who have been incredibly successful. But the other side of this coin is that over 80% of all young offenders are dyslexic and they have not been properly supported in school.

Self-esteem and confidence are integral to learning, the development of the whole person and ultimately the success they make of their lives. Because of its reliance on reading and writing, school can be an inhospitable environment for learners with basic difficulties with literacy and provide barriers to pupils being able to show what they know. Therefore the school has a very proactive and positive approach to using assistive technologies such as Read Write, Speech to Text and C

Pupils need to understand the nature of their strengths and needs and acquire the confidence to ask for support to find alternative ways to learn or to do a task that is compatible with their learning style and profile. They need to develop metacognitive skills so that they are aware of how they have done on tasks in past and how to tackle them in the future. Therefore, clear expectations and learning objectives are vital and pupils need to be able to use self-assessment methods to monitor their progress on learning outcomes. Too often pupils with dyslexia become “learned helpless” and dependent on others to compensate for their weaknesses. It is imperative that dyslexic learners become independent learners and this can be achieved in many different ways including making them aware of their needs and using assistive technologies. Dyslexic processing difficulties must not be seen as barriers to learning which are insurmountable. There may indeed be barriers but they can be circumvented.

Learning outcomes and feedback need to lead forward in terms of improvement and self-development. Adjustments need to be made to remove physical barriers such as copying from the board.

### **Handwriting/use of laptops in school**

In order to satisfy the National Curriculum target levels, pupils are taught how to form and join each letter of the alphabet and to write in a legible cursive script. Many of them revert to printing and we all need to encourage them to try to use cursive. Our aim is for pupils to achieve legible, flexible and efficient handwriting. At the same time, we remain sensitive to a natural handwriting style which may have already developed and recognise this as a sign of maturity.

We therefore have a number of strategies and resources to support pupils with:

- posture
- position in relation to desk
- positioning of the paper
- noticing whether the writing is relaxed
- noticing whether the pressure is correct – not too much or too little
- holding the pencil correctly – it should be held lightly, about an inch from the point between the thumb and the first finger with the middle finger giving support in the tripod hold
- the formation of letters should be in the correct direction, e.g. clockwise or anti-clockwise
- noticing whether the methods of joining are appropriate or inappropriate

Good (tripod) pencil grip is advocated from the early years so that pupils do not develop ways of holding their pen which causes pain later on when writing tasks become lengthier.

Some children are given a triangular pencil sleeve to correct a faulty grip and to help position the grip properly. Sand, felt tips, blackboard and chalk are used in multi-sensory approaches – the larger motor movements help children with poor co-ordination and aids motor memory.

The use of fountain pens is encouraged from an early age in order to develop a cohesive handwriting style. Pupils are not allowed to use biros until Key Stage 4.

Those pupils who experience difficulty producing legible handwriting and/or have a very slow handwriting speed are encouraged to use of a laptop in school (Year 8 and above). An undertaking is signed by the parent on the pupil's behalf regarding security/use and the obligation to transfer work to the correct exercise book and hand in on time.

Teachers are responsible for referring students to the DLEU if they have concerns regarding the quality or speed of pupils' handwriting. The DLEU assesses all pupils who are referred and appropriate strategies are put in place to help support and improve pupils' handwriting.

(See also Policy for the Development of IT)

### **Study skills**

All teachers are responsible for promoting the continuous use of study skills and independent learning skills. All pupils have regular sessions in PSHE on study skills. Pupils in Year 11 are given training in how to study and revise for their mock exams and GCSEs by the outside provider 'Elevate'.

### **Marking guidelines for dyslexic pupils**

In broad terms the following guidelines should be adhered to for SpLD pupils:

- Mark against clear learning objectives
- Give clear feedback that moves the pupil forward saying what they have done well and what they could do better
- Praise wherever possible
- Express appreciation of effort
- Mark written work on content rather than spelling unless spelling is the assessment target – i.e keywords and technical words
- Refer common spelling errors to the DLU

### **Homework**

Homework is valuable for the following reasons:

- It can help pupils reinforce basic skills and thereby make more rapid progress in learning.
- It allows pupils to develop the practice of working independently without the constant presence of teachers and other pupils.
- Working at home can hopefully provide the quiet and private conditions needed for creative and thoughtful work.
- It can allow valuable practice and reinforcement of skills learned at school.
- It can involve parents in the pupil's work enabling them to gather information about the nature and standards of their children's work, progress and education.
- It gives pupils valuable experience of working to deadlines and taking responsibility for handing work in on time.

- Special consideration is given to pupils who are unable to complete their homework in the allotted time or to cope with the same homework as other pupils. Adjustments regarding expectations are made and homework is differentiated to better meet their needs.

However, homework can be a real struggle for pupils with dyslexia, often because they are unsure what to do and how to do it. It is therefore important that homework guidelines are clear and examples given.

The DLEU does not set homework on a regular basis for all pupils unless it is to support work that has been set in the classroom. It may also create cue cards which are designed to be used on a regular or daily basis as learning can be easily lost over the week between support lessons.

## **Literacy**

Every teacher is responsible for the development of literacy skills in one way or another. Very often a pupil's ability to demonstrate knowledge is adversely affected by their inability to express their thoughts and ideas. Pupils should be given the opportunity of demonstrating knowledge in a variety of different ways but this is not always possible. At the DLU we can directly support the development of literacy skills related to spelling, handwriting, written assignments and reading and can advise class teachers how to support as well.

In primary, pupils need to be clear about letter sounds and letter names as well as phonically regular words (that use letter sounds) and phonically irregular words (that use letter names). They need to be taught the alphabetic code in a structured way using a systematic, synthetic phonics programme and teachers should not assume that pupils with dyslexia will make the connections between different graphemes and phonemes. Digraphs are a particularly difficult concept for pupils to grasp and they need to know that our alphabet system has 44 sounds and only 26 letters and therefore some sounds have to be made by joining letters together. They also need to know that some sounds can be written in a number of different ways e.g. (ē) can be spelt e, ea, ee, y, ey and that some of these digraphs e.g. ow can make more than one sound.

Dyslexic pupils tend to need more time and more rehearsal to grasp sound to symbol correspondence because of underlying phonological awareness weaknesses. Visual disturbances will also affect reading as well as the securing of word lexicons which is why they could spell the same word several different ways in the same piece of writing. They require more time and exposure to establish basic learning.

In Junior school, they may have difficulties retrieving sounds to make words and words themselves. They may therefore only use words they can spell and this will restrict their expressive writing. They need word lists for both descriptive words and technical words.

The Juniors are given personalised spelling lists which are generated from the DLEU to replace class spelling tests which the pupils are unable to do.

Some of the Juniors that attend the DLEU also participate in a reading intervention programme called Rapid Reading. Pupils read a book that has been linked to their reading age level based on their NGRT score. They are asked to read to an adult and then questioned about the story and given a small task to complete on comprehension and spelling. This takes place twice a week and can be in small groups or on a one to one basis. At the end of a set of books (Set A), the pupil will complete a benchmark assessment and if successful they will move up to the next stage of books. If unsuccessful, the pupil would continue to work on the same stage of books using a different set (Set B). The DLEU encourage and support pupils in this activity.

They will need more time to read because they have difficulty holding onto information that they have read and will therefore need to go back and re-read.

Dyslexic pupils often have great difficulty structuring their writing and teachers can help by giving them writing frames.

In Senior school, word retrieval difficulties may adversely affect performance in exams and pupils would benefit knowing how to encode specific subject words so that they can easily retrieve them.

Pupils may misread exam questions and will need to be shown ways in which they can avoid misreading words. They also need to know what the 'contract' words mean.

## **Numeracy**

Different children bring different combinations of strengths and weaknesses to Mathematics. These interact with the subject and the learning situation to create different levels of success and failure. Each deficit may make a different contribution to the overall problem ensuring an enormous range of variation among children.

### *Potential areas of difficulty in the realm of mathematics*

- Directional Confusion
- Sequencing Problems
- Visual/Perceptual Difficulties
- Spatial Awareness
- Short Term (working) Memory
- Long Term Memory
- Language of Mathematics
- Reading Difficulties
- Cognitive Style
- Conceptual Ability
- Anxiety and Self Image

All these also play a part in the development of language difficulties which frequently occur concurrently with numeracy difficulties.

Success in the development of early numeracy competency is embedded in the practice and execution of a large number of concrete tasks and problem solving activities which contribute to the formation of concepts of numeracy. To this end, targets and goals will be very much activity based, with an IEP drawn up for each child detailing exact targets involved.

The acquisition of mathematic concept evolves through a staged process (Sharma):

- Concrete
- Pictorial
- Abstract

Very often pupils have difficulties because one of the stages has been omitted.

## **Development of I.T.**

Assistive technologies facilitate avenues into learning for dyslexic pupils that were not possible before and it is because of this that so many are now going to university. In university, they are provided with an extensive range of assistive technologies from speech to text soft wares, recording in lectures, text to speech, laptops, planning and organisation software, changing print, spell checkers etc.

We need to start to prepare pupils to use technologies and computer programmes alongside other study skills and strategies.

Consistent with the general school policy, the DLEU seeks to help pupils:

- Develop their understanding of, and the use of I.T.
- Develop their confidence in employing I.T.
- Practice keyboard skills.
- Use I.T. as a stimulating medium for learning and reinforcing basic skills.
- Become increasingly and appropriately self-sufficient as learners.

#### Hardware and Software

The DLEU currently has six desktop computers plus a wide range of software (see Resources). Particularly successful use is made of Wordshark, Numbershark, The Nessy Learning Programme, Inspirations, Brainbooster Study Skills Programme and Units of Sound. We have recently acquired two chrome books as the use of these is being actively encouraged in the school and we can assist pupils in learning how to use them.

All pupils now have access to Read Write Gold and the reading facility of this programme is available to learners who have a reading score of less than 85 on an appropriate test.

We also have access to some ipads as there are many different apps which support learning for pupils with dyslexia.

Pupils can work systematically through the levels as part of their literacy/numeracy support, or individual tasks can be set to reinforce a teaching point and/or printed off for homework. (See also Resources List – IT for other programmes regularly in use).

Pupils with learning difficulties find the personalised nature of the computer, its vividness and immediacy, highly motivating. Pupils experience greater success and concentration is improved.

Recent research has shown that both girls and boys experience increased levels of motivation if some of the curriculum is delivered through the medium of I.T. The increase is more marked in boys, who attain lower levels of achievement than do girls, particularly at GCSE level. The DLEU has considered strategies for responding to this under-performance.

#### **Induction of new staff**

A new member of staff will be given a copy of the Staff Handbook and will be expected to:

- Become acquainted with the layout of the School and the community in which it is located
- Be aware of the School's aspirations, values and ethos
- Be aware of the School's regulations, policies, general routines and procedures
- Be aware of procedures to follow in the event of fire or other emergency
- Be familiar with the policies specific to the DLEU, especially those relating to Accelerated Learning, Emotional Intelligence, NLP and Brain Gym
- Complete school induction procedures
- Undergo school staff appraisal procedures
- Meet, observe and gradually get to know those pupils for whom they will be assuming some teaching responsibilities
- Familiarise themselves with IEPs currently in operation for pupils already attending the DLEU and contribute to the formation of IEPs for pupils they will be teaching who are new to the Unit

- Familiarise themselves with resources available in the Unit (I.T./phonic programmes/audio visual/manuals/games/numeracy resources)
- Prepare lesson plans well in advance of lessons ensuring appropriateness of proposed content, activities and teaching methods
- Begin and end lessons on time as per the given timetable
- Make and retain written, appropriately detailed observations and assessments of the success of the lesson and progress of the pupil
- Establish a good working relationship with the pupil which is based on mutual respect
- Inform pupils of the aims and targets involved in each lesson, and set current work in the context of previous lessons. Review and over-learning will be the key to success for many pupils.
- Liaise regularly with class teachers (Junior School) and appropriate staff (Senior School) regarding pupil progress
- Attend departmental and whole school staff meetings as required
- Refer any concerns in the first instance to Senior Teacher DLEU

They will also be given a brief update of dyslexia friendly practice and the new Code of Practice 0 – 25

### **Staff development/in-service training**

Class teachers regularly attend workshops to update their knowledge about dyslexia and changes in legislation.

In the last three years, two members of the team have embarked on accredited level 5 training in dyslexia and supporting pupils with literacy difficulties.

DLEU Staff have attended courses on:

- Synthetic Phonics
- Speech and Language Difficulties
- Autistic Spectrum Disorder
- Speech and Language Difficulties in Senior Schools
- Effective Classroom Assistants
- Even More Effective Classroom Assistants
- Developmental Eye Movement
- Dyslexia Institute Mathematics Programme
- Hornsby Diploma
- Dyspraxia, Dyscalculia and Dyslexia
- Mentorship training
- Games for Thinking
- JCQ Examination Access Arrangements testing

### **Inset (MHS)**

- Dyslexia
- Dealing with low level disruption in the classroom
- Introduction to Multiple Intelligence
- High Impact Teaching
- Independent Learning – Stephen Cox – Osiris
- Outstanding Teaching – Andy Griffith – Osiris
- The Able Child in the Early Years – Christine McIntyre – Osiris
- Embedding Assessment for Learning – John Blanchard – Osiris
- Raising the Challenge in the Classroom – Pat O’Brien – Osiris

- Regular Dyslexia Workshops are run for junior and senior staff

### Links with professional bodies

In the high profile and ever changing world of Dyslexia and Special Educational Needs, we believe it is vital to keep as well informed as possible of current thinking and research. With this in mind, we have forged strong links with a number of professional bodies and subscribe to the following journals:

- British Dyslexia Association – Mayville is a corporate member of the BDA
- Dyslexia Guild
- Council for the Registration of Schools Teaching Dyslexia Pupils (CreSTeD)
- Mayville is approved for Registration under category Learning Support Centre (LSC) following another successful inspection in February 2020
- ISA
- Professional Association of Teachers and Students with Specific Learning Difficulties (PATOSS).
- The Helen Arkell Dyslexia Centre – lecturers have provided INSET
- National Association for Special Educational Needs (NASEN):

Members of the team have access to

- Dyslexia - Journal of International Research and Practice
  - Dyslexia Contact
  - PATOSS Journal
  - SATIPS – Support and Training in Prep Schools
  - British Journal of Special Education – published by NASEN
  - Support for Learning – published by NASEN
  - Special – published by NASEN
- In 2006 Mayville contributed to an ongoing study on Language Synthesis in Dyslexic Pupils with University College London.
  - Research with Mike Fleetham of ASPIRO on the use of Multiple Intelligence and Learning Style Profiling in schools.

### DLEU Staff List

<b>Miss K Hewitt BA (Hons) QTS NASENCO CCET</b>	SENCO
<b>Mrs M Dorey</b> , BA, PGCE, Level 7 Dyslexia & Literacy, APC	Head of Dyslexia
<b>Mrs K Keyseil-Fitzpatrick</b> , BA. H. Dip of Education, St Patrick's, College, Maynooth Level 5 SpLD	Dyslexia / Target Reading
<b>Mrs S Matthews</b> BEd (Hons) ADG Level 7 SpLD	Dyslexia Tutor
<b>Mrs A Miles</b> - BA (Hons) Criminology & Sociology, Brighton University Level 5 SpLD	Dyslexia / Dysgraphia Tutor / Emotional support

<b>Miss K Percival</b> , BA (Hons) University of Portsmouth PGCE University of Surrey	Dyscalculia tutor
<b>Mrs A Ross</b> BA (Hons) PGCE Level 5 Dyslexia, Level 7 SpLD	Dyslexia and dyscalculia tutor
<b>Mrs A Wardale</b> BA (Hons) Humanities, PGCE, Level 7 SpLD	Dyslexia Tutor

### Links to Documents:

#### SEN Register:

[https://drive.google.com/drive/u/1/folders/1VAKcPwj3xxcP\\_UyOIjw0LkGiw7G8s5p](https://drive.google.com/drive/u/1/folders/1VAKcPwj3xxcP_UyOIjw0LkGiw7G8s5p)

#### Specialist Teacher Reports and other reports

Team Drive/DLU/Seniors/Cohort/Boys or Girls

Team Drive/DLU/Juniors/Cohort/Boys or Girls

#### IEP

#### Procedure for Access Arrangements

[Procedure for Access Arrangements](#)

#### Referral Form and guidelines on how to apply

[Procedure for referral](#)

[Early Years, Pre Prep and Junior referral form](#)

[Senior Referral Form](#)

[Senior Subject Teacher Questionnaire](#)

#### Dyslexia Friendly Practice and Universal Support

<https://docs.google.com/document/d/161SEMt76hhNcE7OqD-QcTBHBlpj9YNZtUcByPg9pLrk/edit>

#### Checklist for Dyslexia.