

DULWICH HAMLET JUNIOR SCHOOL

INCLUSION POLICY

SEN Information Report



Including 'The Local Offer'

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Compliance with legislation

This Policy is a statement of the arrangements for Inclusion at the Dulwich Hamlet Junior School. It has been written in response to the Special Educational Needs Code of Practice (effective from 2014), the Special Educational Needs and Disability Act, and the National Curriculum 2014.

The SEND Code of Practice: 0 to 25 Years is the statutory guidance that organisations in England, including the Dulwich Hamlet Junior School, have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations. Education, Health and Care Plans for 0-25-year-olds (EHC) have replaced Special Educational Needs Statements and learning difficulty assessments, and will set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.

More specific information is contained in the Inclusion Guidelines and the Local Offer.

Aims and objectives

As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards. We are an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups of children within our school:

- Minority ethnic and faith groups
- Children with SEN
- Girls/boys
- Looked After children
- Children with medical needs
- Children who need support to learn English as an additional language
- Children who have physical disabilities
- Gifted and talented children
- Children who are at risk of disaffection or exclusion

We aim:

- to include all pupils in all aspects of school life and to give pupils a voice in their own education;
- to work together with parents and carers and to fully involve them in their child's education;
- to work together with all partners in the education of the young person;

- to continue to raise staff awareness of inclusion by ongoing staff development;
- to maximize the learning potential of all pupils and raise educational attainment for all;
- to promote the personal, social, moral and cultural development of all children;
- to recognise and celebrate the progress and achievements that all members of the educational community make;
- to develop inclusive practices throughout the educational community and to promote equality of access and opportunity for all learners;
- to ensure that resources for SEN are closely matched to need;
- to seek to continuously monitor and evaluate the success of our policy and practice;

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges
- Delivering Quality First Teaching <http://my.optimus-education.com/what-do-we-really-mean-quality-first-teaching>
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

At Dulwich Hamlet Junior School we provide education for all pupils through a variety of access strategies, including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity.

When planning their work, teachers take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. When necessary we also support learning through appropriate external specialists. In such cases, staff work closely with these agencies to support the child.

Teachers ensure that children:

- feel secure and know their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely in clothing that is appropriate to their religious background
- are taught in groupings that allow them to all experience success

- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully with appropriate regard to disabilities or medical needs
- work in partnership with parents and carers.

Monitoring, evaluation and review

In order to determine the effectiveness of this Policy, it is necessary to monitor and evaluate its impact. This will be achieved by the Executive Head Teacher, and/or the Heads of School and the Inclusion Manager, who will monitor and evaluate the effectiveness of the Inclusion Policy by:

- curriculum health checks;
- monitoring and analysing of data to ensure individual pupils are meeting their targets;
- consultations with parents/carers and pupils;
- writing Pupil Profiles including the setting and evaluation of targets;
- monitoring of behavioural, racial and bullying incidents;
- monitoring of absence and lateness data.

Working with the local authority

All local authorities must provide children and young people with special educational needs and/or disabilities, and their parents/carers, with information and advice about these matters and social care. This support should be provided through an information, advice and support service which should be impartial, confidential and accessible. The local authority 'must take steps to make these services known to children, their parents and young people'.

Local authorities are to publish a 'Local Offer' <http://localoffer.southwark.gov.uk/> showing the support available to all children and young people (aged 0-25) with special educational needs and disabilities in the area. This will mean greater transparency so that children, young people and families will know what help they can get.

Our Inclusion and SEND policy is to work actively to support the improved cooperation between local authorities and health services, to ensure education, health and care services for children and young people with special educational needs and disabilities are jointly planned and commissioned.

Dulwich Hamlet Junior School will publish information about what support we can provide for children and young people (aged 7-11) with special educational needs and disabilities, otherwise known as the 'School Offer'. Children and young people with an Education, Health and Care Plan have a legal right to express a preference for state academies and free

schools, and therefore can express a preference for the Dulwich Hamlet Junior School, and it is vital that parents are fully informed of what our 'School Offer' is.

We will comply with our duties under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We will comply with our wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

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.
SEND Code of Practice [Ch6.36]

The SEND Code of Practice [Ch6.16] also states that 'schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.'

We will publish clearly written information outlining teachers and teaching assistants with specialist training, skills and qualifications to support SEND, and the use of specialist services for Speech and Language, Educational Psychology and CAMHS.

- The school will ensure that teachers deliver a 'graduated approach' using an appropriate and effective system and monitoring programme suited to the individual child's needs and reviewed termly. The 'graduated approach and 'quality first teaching' will be classed as Universal, Targeted or Specialist depending on the child's need.
- We will consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- We will make use of a range of information and associated training on appropriate

The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'.
The SEND Code of Practice [Ch6.27]

interventions for pupils with specific learning difficulties

Furthermore, all professionals at the Dulwich Hamlet Junior School, under the leadership of the Inclusion Manager, will listen to parents' concerns about their child's development. They will also listen to and address any concerns raised by children and young people themselves.

Universal provision

This is our generalised support and will include:

- 'Quality First' teaching which develops children's speaking and listening skills and phonological awareness;

- teachers who understand the process of learning, and can adapt their teaching according to different children's learning needs;
- support of the whole school ethos which respects individuals' differences and promotes good communication between teachers, parents and pupils;
- access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

Where pupils make less than expected progress given their age and individual circumstances, despite responding with high quality teaching aimed at their areas of weakness, the class teacher, working with the Inclusion Manager, will assess whether the pupil has special educational needs.

Targeted support

Staff will use targeted interventions in one to one or small groupings.

The school's delegated SEN funding (ie the notional SEN budget referred to above) was £14,568.44 (figure taken from General Annual Grant Statement 2014/15) and for 2015/16 it was £20,704.91 (figure to be confirmed for 2016/17).

Specialist support/SEN Funding

Provision for children with special educational needs will usually be provided through our core budget and notional special educational needs budget . An extra amount of money, in addition to the general core budget, is given to the school to help with special educational needs provision. It is called the 'notional' SEN budget and the Dulwich Hamlet Junior School has the freedom to decide how best to spend this money to meet the needs

of our entire special educational needs children.

Dulwich Hamlet Junior School
 Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)
The School Offer

The Dulwich Hamlet Junior School Vision

‘Offering Outstanding Learning, within a Glittering Curriculum, where Everyone Matters’

Dulwich Hamlet Junior School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies and according to resourcing/funding available to the school. It is designed to promote pupils working towards becoming independent and resilient.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher	<p>Is responsible for:</p> <ul style="list-style-type: none"> • communication with parents and carers • planning, adapting and refining the curriculum to respond to strengths and needs of all pupils; • monitoring the progress of your child and identifying, planning and delivering additional in class support; • contributing to Pupil Profiles to prioritise and focus on the next steps required for your child to improve learning; • applying the school’s Inclusion Policy. <p>If you have concerns about your child you should speak to your child’s class teacher first. You may then be directed to the SENCo/Inclusion Manager.</p>
Inclusion Manager (Special Educational Needs)	<p>Is responsible for:</p> <ul style="list-style-type: none"> • coordinating provision for children with additional needs; • developing, implementing and monitoring the school’s

<p>Coordinator): Ms Sharon Baxendale</p>	<p>Inclusion and SEND Policy.</p> <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> • involved in supporting their child’s learning and access; • kept informed about the range and level of support offered to their child; • included in reviewing how their child is doing; • consulted about planning successful movement (transition) to a new class or school; • liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties; • providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
<p>Head of School Mrs Claire Purcell</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> • the day-to-day management of all aspects of the school, including the provision made for pupils with additional need.
<p>SEND Governor: Mr Simon Rowe</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> • supporting the school in evaluating and developing quality and impact of provision for pupils with additional need across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring by the class teacher identifies pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional strategies may be put into place to provide enhanced resources, targeted small group or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this

stage.

This additional support may be documented in a Provision Map, in a Pupil Profile, a Pupil Support Agreement or a Behaviour Support Plan, examples of which will be contained in an Appendix to the Inclusion Policy.

In consultation with the Inclusion Manager and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address, and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Termly meetings, led by the class teacher, are held to discuss progress. Some reviews may be more formal where parents, relevant external agencies and, when appropriate, pupils are invited and their contribution valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the LA's Local Offer <http://localoffer.southwark.gov.uk/>.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Manager will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school or local authority can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

We plan, deliver and monitor 'Quality First' teaching <http://my.optimus-education.com/what-do-we-really-mean-quality-first-teaching> . Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with

opportunities for both ability and mixed settings to maximise learning opportunities for all. This will also include extension activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over-reliant and dependent on this adult support. Some interventions may change as needs are identified.

Best practice indicates that teaching assistants should be used to facilitate and support the pupil towards a model of independent learning and should never be used as simply the child's 'extra helper'.

As a school we operate according to best practice allocation of teaching assistants in the classroom. We are fully conversant with the findings of the Deployment and Impact of Support Staff (DISS) project and subsequent work by Peter Blatchford et al. Effective support and provision for a child with special educational needs may take the form of, for example, pre-prepared differentiated resources, visual prompts to support a child through a task independently, direct support from the class teacher or teaching assistant on a one-to-one basis, or the provision of guidance necessary for a pair or small group of children to collaborate on a task. We constantly make reference to our aim to support children to become independent learners.

Intervention

Where pupils are meeting National Curriculum expectations and making good progress, they are likely to receive support via Quality First teaching and in-class differentiation. Priority will be given to those pupils who are not on track in terms of National Curriculum attainment or who are not making satisfactory progress.

Priority for specialist dyslexia input will be given to those pupils with the lowest standard scores in spelling, processing and working memory tests. With these pupils It is highly likely that those with scores in the average range (SS 85) and above will receive support via Quality First teaching and in-class differentiation.

Access to learning and the curriculum

Access to learning support staff:

- In all year groups
- Regular small group or one to one intervention programmes
- Learning support groups
- Intensive programmes for key literacy and numeracy skills
- Appropriate training for staff to meet children's needs

Strategies to support speech and language:

- Advice from Speech and Language Therapist disseminated to and followed by teaching staff
- Support staff to attend Speech and Language appointments when possible

- Specific differentiation or modification of resources

Strategies to support and develop literacy, including reading:

- Guided reading programmes in class
- Regular teaching of phonics in class
- Reading and Spelling programmes such as Toe by Toe and Alpha to Omega
- Small group intervention programmes
- Access to a specialist dyslexia teacher offering advice to both staff and parents
- Parent readers
- Perceptual Literacy

Strategies to support and develop numeracy:

- Small group intervention programmes
- Use of ICT programmes in class to reinforce strategies
- Additional Maths teaching in selected years to facilitate provision of additional small Maths group with focus on multisensory/kinaesthetic approach
- Possible provision of additional staff to facilitate smaller groupings

Provision to support access to the curriculum:

- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources which meet the needs of visual, auditory, and kinaesthetic learners
- Social skills groups
- Liaison with parents

Strategies and support to develop independent learning:

- Mentoring by support or teaching staff
- Homework club
- Differentiated activities
- Extension activities for literacy, numeracy and science
- Pupil conferencing
- Visual timetables for individual and class

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Small group programmes including social skills group and social skills through art
- Additional staff deployed at lunchtimes to facilitate social interaction
- Lunchtime clubs
- Mentoring
- Regular celebration of success opportunities
- Talking and Drawing Therapy

Strategies used to reduce anxiety and promote emotional wellbeing (including communication with parents):

- Transition support events including a tailored programme of induction days and events
- Social skills groups
- Photo stories, especially for transition
- Social stories
- Regular contact and liaison with parents via class assemblies, open classrooms, open evenings, tell us about your child meetings and transition meetings
- Parent Teacher Association

Strategies used to support behaviour:

- School sanctions and reward system as set out in the school's Behaviour Policy
- Pastoral support plans
- Contact books
- Mentoring
- Talking and Drawing Therapy
- Play therapy

Support at unstructured times of the day:

- Lunchtime clubs
- Staffed library at lunchtime
- Zoned playground areas to provide staff-led organised games, staff-led social skills group and Lego/games club
- Peer mediators
- Trained staff supervising during breaks and lunchtimes

Planning, assessment, evaluation and next steps:

- Termly reviews between parents and class teachers (Autumn and Summer Term Pupil Profile meetings, Spring Parents' evening)
- Pupil progress reviews termly
- Pupil Profiles for pupils who have specific targets from other agencies
- Differentiated lessons and homework, staff plan in year groups
- Provision mapping

Accessibility - getting about

Access to strategies to support occupational and physiotherapy needs:

- Advice from professionals disseminated and followed
- Use of recommended equipment
- Exam arrangements e.g. modified print, extra time
- Specialist SEN additional PE provision for pupils with OT and/or physio requirements

Access to modified equipment and ICT and digital technology:

- Specialist equipment as required on an individual basis
- Software to support learning
- Laptop and tablets as appropriate to age and need

Partnerships with External Agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology (Pascale Mather)
- Speech and Language Therapist (Lianne Van der Merwe)

Access to Medical Interventions:

- Use of individualised care plans
- First aiders
- Referrals to paediatrician
- Referrals to CAMHS
- Access to whole staff training where necessary via school nurse

Communication with Professionals and Parents:

- Regular meetings as required
- Class teacher as first port of call
- Appointments available with Inclusion Manager
- Referrals to outside agencies as necessary parents are informed at all times
- Referrals to Speech and Language Service for specific individual needs
- Sensory support, Educational Psychologist, school nurse, all attend school at regular intervals to see specific pupils
- Voluntary agencies

Agencies

Inclusion Support Service

- Educational Psychology
- Social Communication Team
- Speech and Language Therapy
- School Nurse
- Occupational / Physiotherapy
- Paediatric Services
- CAMHS (Child and Adolescent Mental Health Service)

- Parent Partnership Service:

The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit

	schools and provide information about the SEN process. Tel: 020 8525 2886/2866
<ul style="list-style-type: none"> Local Authority SEN 	http://localoffer.southwark.gov.uk/

Transition

How will the school help my child move to a new class or to a different school?

We seek to support successful transition by:

When moving to another school:

We will contact the School SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will agree with you and your child the most important information to be shared. We will ensure that all records are passed on as soon as possible.

When moving classes in school:

An information sharing meeting will take place with the new teacher. Opportunities to visit the new class and social stories about change may be used.

Year 6-7 transition

Provision of learning mentor to work with pupils on transition. Facilitation of additional transition visits. Follow-up visits to secondary school in October of Year 7 for pupils with EHSP. In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include extra visits to the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN, for example training in dyslexic-friendly classrooms, Autistic Spectrum disorders and the use of iPads to facilitate memory.

The school also seeks advice and guidance from local advisers to evaluate and develop provision for pupils who have the most complex needs.

We have staff in school with specialised expertise and qualifications, including specialist dyslexic teacher training, reading therapy, advanced diploma in special educational needs, working with children with language and communication difficulties, play therapy, talking and drawing therapy...

Who do I talk to if I am unhappy with my child's support or progress?

- Class teacher
- Inclusion Manager – ring office to make an appointment or email sbaxendale.210@lgflmail.org
- Head of Year/Head of School
- Executive Head Teacher

Further information about support and services for pupils and their families can be found in:

- The Local Authority Local Offer <http://localoffer.southwark.gov.uk/>
- Southwark Parent Partnership
- The DfE Code of Practice

Specific Learning Difficulty (SpLD) Dyslexia – Assessment and Intervention.

The School has adopted the **definition of dyslexia** given in:

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties.

An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009 DCSF 00659
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 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 interventions.'

Start of Year 3

All pupils have their reading age assessed using the Salford Sentence Reading test, the school also carefully considers the pupils prior attainment and any information provided by parents and/or the previous school to determine whether or not some pupils require a more in depth Phonological assessment (using CTOPP).

Intervention

As a result of the above some pupils will receive targeted 1;1 reading/phonics support. Some pupils will be placed on a reading scheme.

Pupils receiving the above intervention will be reassessed using Salford at the end of the year (and possibly again in Year 4) to be able to quantify progress.

Year 4 Screening for these pupils:

- Spelling in all pupils in Year 4, by the end of the Spring Term
- pupils new to the school who may present with concerns
- pupils about whom parents/carers or teaching staff have expressed concerns.

Tests administered:

- The Vernon Graded Word Spelling Test – a test of the pupil’s ability to spell accurately which provides standardised scores, percentiles and spelling ages enabling the school to assess and compare progress in spelling
- And dependent upon the outcome of the Vernon - CTOPP to further explore working memory and processing.
- The Weschler Individual Achievement Test (Second Edition).

Year 5 Screening for these pupils:

- pupils new to the school who may present with concerns
- pupils about whom parents/carers or teaching staff have expressed concerns.

Tests administered.

- The Vernon Graded Word Spelling Test – a test of the pupil’s ability to spell accurately which provides standardised scores, percentiles and spelling ages enabling the school to assess and compare progress in spelling
- And dependent upon the outcome of the Vernon - CTOPP to further explore working memory and processing.
- The Weschler Individual Achievement Test (Second Edition).

Possible outcomes and future actions (at any point from Year 3 onwards).

Testing will result in Standardised scores and percentiles.

- 1.) For pupils scoring in the average or above average range (Standard score of 85 or above) who are meeting national expectations (in terms of National Curriculum attainment) there will be no further action. These pupils will continue to have their progress monitored as per the schools usual assessment processes.
- 2.) Pupils who score in the below average range (Standard score of below 85) will be referred for further assessment of their reading (comprehension and decoding) using The Weschler Individual Achievement Test (Second Edition) and their phonological processing ability using the Comprehensive Test of Phonological Processing(CTOPP) which assesses different aspects of processing sounds in spoken language (phonological processing).
- 3.) In some instances where the outcome of the test results is less clear the school may propose another response e.g. to retest later in the year.
- 4.) In Years 5 or 6 where a history of Specific learning Difficulty has been indicated the school will ask that the Educational Psychologist to review assessments undertaken in school and provide and necessary further assessment.

Intervention Programmes available

- Toe by Toe – Year 3 (can continue into Year 4 in cases of profound need)
- Alpha to Omega – Years 3, 4, 5, 6
- Specialist dyslexia input on 1:1 basis, Years 4, 5, 6 – pupils with standard scores below SS70 and then below SS85
- Auditory processing and memory – All years
- Speed up handwriting programme – all years
- Self esteem; introduction to own intelligences 1:1 years 4 5 and 6
- Reading Comprehension intervention group – Years 3, 4, 5, 6
- Planning to write intervention group Years 4, 5, 6

Criteria for intervention and support

NB resources are finite and need will be determined on a parity basis with priority given to those pupils with standard scores below SS70 (in working memory, processing and spelling assessments) and then those pupils with standard scores below SS85 (in working memory, processing and spelling assessments). Where a number of pupils have scores below SS85 priority will be given to those with more scores below SS85.

Scores of below SS 85 may result in some pupils receiving 1:1 support via a specialist dyslexia teacher and others being placed on the Alpha to Omega reading/spelling/memory intervention programme.

Priority for specialist dyslexia input will be given to those pupils with the lowest standard scores in spelling, processing and working memory tests.

It is highly **likely** that pupils with **scores in the average range** (SS 85) and above will receive support via **Quality First teaching and in class differentiation**.

Where pupils are meeting National Expectations and making expected progress they are likely to receive support via Quality First teaching and in class differentiation.