



## **Aims of the School**

- Encourage all pupils to reach their potential and to strive for personal excellence
- Provide a flexible educational experience which meets the needs of individuals in a welcoming, safe and supportive community
- Promote awareness of others, understanding and mutual respect
- Maintain collaborative partnerships within the school and the wider community
- Nurture a sense of responsibility for local, national and global environments

## **Aims and Objectives of the Department**

- To support learning so that individuals attain their own potential
- To facilitate the earliest practicable identification of special educational needs
- To promote a flexible educational environment, which addresses the diverse needs of the individual
- To encourage learning so that individuals grow in confidence and self esteem
- To foster an understanding of additional support needs with school colleagues and to work with them to plan and make provision for an appropriate curriculum through differentiation of materials and a range of teaching strategies
- To encourage a dynamic partnership amongst external agencies, staff, parents and pupils and encourage a collaborative approach at all times
- To cooperate with staff in such a way that pupils with barriers to learning maximise their advancement, whilst raising whole class standards in order to achieve the primary aims of the school
- To monitor, record and report progress

## **Rationale of Learning and Teaching**

This policy is addressed to the staff, specialist teachers and parents. It takes into account the policies and documents which have particular significance relating to curriculum, learning and teaching, namely:

- S.O.E.D. (1994) Effective Provision For Special Educational Needs, Edinburgh: S.O.E.D.
- Disability Rights Commission, Disability Discrimination Act 1995, London : TSO
- S.E.E.D. (1999) Raising Standards, Setting Targets, Edinburgh: S.E.E.D.
- S.E.E.D (2000) Success For All, Target Setting Within Individualised Educational Programmes, S.E.E.D. 2000
- Special Educational Needs, 5-14 Documents.
- Scottish Executive, Race Relations( Amendment ) Act 2000
- Disability Rights Commission (2002) Code of Practice for Schools, London: TSO
- Scottish Executive (2003) Moving Forward, Edinburgh: Scottish Executive.
- Scottish Executive, The Education ( Additional Support for Learning) (Scotland) Act 2004
- Scottish Executive, The Disability Discrimination Act 2005
- Scottish Executive, Scottish Schools (Parental Involvement) Act 2006



All schools operate within the current legislative framework of the Education (Additional Support for Learning) (Scotland) Act 2004 which requires school to meet the needs of all children.

The Act requires that:

1. schools should be in a position to help parents/ carers and pupils with Dyslexia understand their strengths and difficulties and support their learning
2. structured systematic and multi sensory interventions should be evidence based and allow for ongoing evaluation
3. teachers should be able to use various strategies to help pupils with dyslexic type difficulties access the curriculum, not allowing spelling / reading difficulties to hold them back
4. teachers should monitor and support Secondary pupils who still have difficulties with fluency of reading speed of accessing information, organisational skills and generalisation of skills to the classroom

## **Definition**

“Dyslexia can be described as a continuum of difficulties in learning to read, write and/ or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language -based information
- phonological awareness
- oral language skills and reading fluency
- short term and working memory
- sequencing and directionality
- number skills
- organisational ability
- motor skills and co-ordination, may also be affected.”

*This Definition was developed by Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament.*

“Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary and life- long neuro-developmental condition. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.”

*Scottish Government, Dyslexia Scotland, Cross Party Group in the Scottish Parliament*



## **Early Identification**

It is essential to:

- liaise closely with Nursery staff
- liaise closely with the Junior staff and Junior Head
- liaise closely with Senior staff and Heads of Department
- liaise closely with parents/ specialist services

## **Referral**

A process of staged intervention has been put in place to enable teachers or departments to access support and raise concerns regarding individual pupils. It provides a structured planning and record keeping system for individual pupils who require additional support for their overall learning needs.

Staged intervention provides:

- an agreed action plan for individual pupils
- a structured monitoring and review cycle
- a record of achievement and intervention for pupils as they progress through the School
- **Stage 1**
  - Initial concerns identified by teacher, parent/ carer or pupil
  - Differentiation in place / extra support from teacher
  - Teacher still has concerns and registers these with Support for Learning and /or by completing appropriate form
  - Review and consultation process continues
- **Stage 2**
  - If concerns continue Support for Learning undertakes an initial assessment, which can include the Ann Arbor Learning Inventory, Neale Analysis and Hodder Group Reading Tests and on the basis of results and discussion with staff, parents are contacted if necessary. Parents are asked for permission if the Dyslexia Screening Test (DST) is thought to be appropriate.
  - A meeting is set up with parents/ guardians/ teacher/ tutor invited to attend to discuss the results
  - Agreed action plan/ additional support
  - Next steps planned and review date set
  - Next steps implemented
  - Monitor and review
- **Stage 3**
  - Parents may be advised to have a further assessment at:
    - ❖ the Dyslexia Institute /Independent Psychologist
    - ❖ an orthoptist
    - ❖ an audiologist
    - ❖ any other appropriate specialists
  - Monitor and review
- **Stage 4**
  - Will have an Individual Education Plan (IEP)



## **Support for Learning Department**

The Department:

- involves parents at an early stage of the identification, planning and intervention so that they are fully engaged with the process
- utilises structured reading and spelling programmes and multi sensory teaching strategies
- encourages the use of appropriate ICT and spellcheckers and provide training where necessary to staff, pupils and parents/ carers
- encourages teaching to the pupil's strength e.g. a visual learner using mind- mapping
- provides help with Study Skills when appropriate
- ensures that all the staff are aware of pupils' difficulties and strengths and success strategies so that the pupil has access to the whole curriculum, alleviating the barrier to learning
- ensures staff are aware of current legislation, assessment arrangements and recent developments
- creates an Individual Education Plan when appropriate and involves the parents and pupil with its monitoring and target setting
- attends meetings with parents and takes meeting notes
- attends meetings with teacher and takes meeting notes
- will offer cooperative teaching or teaching of small group to support pupils with dyslexia when appropriate
- is aware of and raises pupils self esteem

## **Differentiation**

The class teacher has full responsibility for all pupils and Support for Learning is there to support the teacher in ensuring the literacy curriculum matches the needs of all pupils. Differentiation in class by Support for Learning can take many forms:

1. Extra time to complete a task
2. Completion of short, timed tasks
3. Varied questioning
4. Different worksheets/ larger, clearer print
5. Use of laptop/ scribe/ prompt etc.

Support for Learning works closely with staff and discussions with staff take place each term to discuss progress and future work for pupils needing support.

## **Individual Education Plans (IEPs)**

In accordance with Raising Standards, Setting Standards (SOEID 1999) Belmont House School has in place a system for monitoring the progress of pupils. Those whose needs are more extensive and who need additional direction may need an IEP.

The Individual Education Plan will be constructed in collaboration with staff, parents, pupils, House Tutor and multi- disciplinary professionals, when relevant. Long term targets will be set annually, while short term targets will be monitored and evaluated regularly in November, March and June. These targets have to be SMART [*S*pecific, *M*easurable, *A*chievable, *R*elevant & *T*imeable] and scaled.



These programmes of work may include spelling, punctuation, vocabulary, Study Skills, preparation for or revision of class work.

### **Reporting**

The education and development of young people is a partnership between parents and school. This is especially important in the case of pupils with additional support needs. Close liaison is essential. Support for Learning will always attend Junior and Secondary Parents' evenings but will also be available for consultation at mutually agreed times. Parents are encouraged to contact the Department if they have any queries regarding the pupils, their progress or their programmes as good communication between home and school is vital. Formal reports will be written for pupils who are targeted within class or are working on individualised programmes.

### **Use of ICT**

The Support for Learning Department ensures that ICT has a high profile in the provision of the delivery of a differentiated curriculum. Individual needs are assessed and appropriate programs are made available on laptops easily accessed by both Junior and Senior pupils. Staff training in the use of these programs is given. The Support for Learning Department has a designated laptop which is accessed by request by any Senior pupil with word processing or note taking needs.