

Provision at St George's

Cognition and Learning: **Specific Learning Difficulties e.g. Dyslexia, Dyscalculia**

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Learning Support Advisory Teacher (LSAT). • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment (for an EHCP). • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have a statement of special educational need (or new EHCP) then they have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • All teaching staff adopt 'Dyslexia friendly' teaching strategies including: A good mix of Visual, Auditory and Kinaesthetic activities planned (not just writing!); Dyslexic pupils sitting within easy eye contact of the teacher; Revisiting reading and spelling strategies at the start of each; A variety of writing implements including red and blue pens for practising spellings; Keyword cards; Writing planning boards or writing frames; Using a variety of recording methods – mind maps, storyboards, flowcharts, video, diagrams, oral presentation; Using ICT as a multi-sensory method of working; Giving children thinking and talking time; Colour photocopies / coloured wallets for use with white paper; Using 'buddies' or 'peer mentors' to help with organising. • Pupils will be supported in small groups led by the teacher or teaching assistant more often than children without the same level of need but they will still need to work independently given precisely differentiated activities that they can access. • Pupils receive specific interventions to aid them with acquiring the skills that they need to be able to access the curriculum. Pupils are encouraged to work within the classroom with subtle support. • Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a mnemonic to aid with 	<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Learning Support Advisory Teacher (LSAT). • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment (for an EHCP). • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have a statement of special educational need (or new EHCP) then they have yearly annual reviews to review their progress.

remembering spellings.

- Pupils are encouraged to access resources to support their learning such as word banks, ACE dictionaries, number lines etc.
- Pupils are given the opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts.