



# Special Educational Needs & Disabilities Policy (SEND)

Date: March 2025  
Review: March 2026

Member of staff responsible	Mrs Lucy Golder
Governor responsible	Mr Dan Alexander
Date approved at Governing Body	
Frequency of policy review	Annually

## Document Version Control

Issue Number	Issue Date	Summary of changes
5	Sept 2017	Introduction of SEN Pupil Passports (explanation of) and addition of Appendix 1 Flow Chart for Graduated Response to SEN at Lyneham.
6	Sept 2018	Appendix 1 Flow Chart updated in line with Wiltshire changes to referral process. Now electronic referral system is used called Digital Assessment and Referral Tool (DART). The SARF form has been superseded. Also on Appendix 1 Flow Chart, core area subject leaders are now holding pupil progress meetings rather than phase leaders.
7	Oct 2019	Updates to section 7 and 8 to indicate SEN pupil targets will be contained within Wave 2 class provision maps rather than separately on SEN Passports.
8	Nov 2020	Updates to section 3- CAL meetings (Core Area Leader meetings with link governors) Updates to section 5 and 8- Personalised 'Tickable Targets' have been replaced by 'Academic Aspirations'. Class Provision Map and AfL grid are now a combined document. Personal Outcomes Plan for some pupils with an EHCP.
9	Nov 2021	Introduction reworded in line with curriculum and values development. Section 7- introduction of stage 1, 2, 3 behaviour support plans Addition of Dyslexia and SpLD Friendly Protocol appendix
10	Nov 2022	Achievement of Dyslexia Friendly School Award. Addition of Safeguarding SEND pupils with links to KCSiE 2022. Addition of information regarding the Resource Base.
11	Mar 2025	Addition of role of Inclusion Lead Update Appendix 1 Addition of B Squared assessment system Addition of CUSP curriculum

Signed and Dated by the Chair of Governors

Signed..... Dated.....



## **SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY**

Lyneham's Special Educational Needs Coordinator (SENCo) is Mrs Lucy Golder. If you have an SEN question, query, concern or compliment, you are invited to email Lucy Golder (SENCo) at [senco@lynehamprimary.wilts.sch.uk](mailto:senco@lynehamprimary.wilts.sch.uk)

### **INTENT**

We recognise that pupils with SEND are not a homogenous group and therefore seek to identify needs and provide support and adaptations as necessary, recognising children as individuals. In the words of Thomas Jefferson 'there is nothing so unfair as the equal treatment of unequal people'. This vision for SEND sits within our ethos that every child and family in our community is valued and diversity is celebrated through quality first teaching of our Lyneham specific curriculum and well embedded core values.

The whole team at Lyneham Primary School is committed to providing a welcoming and stimulating environment to support the needs and develop the learning of the children and families in our school community. Our school is staffed by a team of well qualified teachers and teaching assistants who provide a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support through effective use of Assessment for Learning (AfL) grids and feedback; encouraging everyone to reach their full potential.

### **SEND MISSION STATEMENT FOR LYNEHAM**

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

We provide an exciting, creative and effective learning environment, recognising and responding to individual learning needs. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our school adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

### **INCLUSION STATEMENT**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Through our strategic school development plan we set down goals and targets, which help us reach our aims.

In July 2019, the school achieved the Inclusion Quality Award Mark and in July 2022, became a Dyslexia Friendly School (the British Dyslexia Association's nationally recognised quality mark). Please see Appendix 2 for our 'Dyslexia and SpLD Friendly Protocol'.



## **AIMS AND OBJECTIVES OF THIS POLICY**

To reach high levels of achievement for all

To be an inclusive school

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career

To meet individual needs through a wide range of provision

To attain high levels of satisfaction and participation from pupils, parent and carers

To share a common vision and understanding with all stakeholders

To give transparent resourcing to SEND

To provide curriculum access for all

To work towards inclusion in partnership with other agencies and schools

To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils can be helped to overcome their difficulties.

## **IMPLEMENTATION**

### **2. ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

### **3. MANAGEMENT OF SEND WITHIN SCHOOL**

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status. The management of SEND is supported by the administration staff.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). Not only is 'every teacher a teacher of SEN' but 'every leader is a leader of SEN'. All senior and middle leaders monitor standards in their areas of responsibility for children with SEN. A positive and sensitive attitude is shown towards all pupils by adults in school and staff responsibilities are identified in individual job descriptions. Teaching Assistants may play a role in the support of pupils with SEND as well as the class teacher. The rationale for the deployment of TAs is pupil centred.

#### **The SENCo is responsible for:**

Overseeing the day to day operation of this policy

Co-ordinating provision for children with special educational needs

Liaising with and advising teachers

Managing teaching assistants

Overseeing the records on all children with SEN

Liaising with parents of children with SEN (in conjunction with class teachers)

Contributing to the in-service training of staff

Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for liaising with the governor with responsibility for SEN on the day to day management of SEN policy. Termly CAL meetings (3 times per year) will take place and a written report provided to the Governing Body.

### **4. IDENTIFICATION AND ASSESSMENT**

In accordance with the Children and Families Act 2014, we accept the principle that pupils' needs should be identified and met as early as possible. Our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

*"A pupil is deemed to have SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (Children and Families Act 2014, para 6:15 p 83)*

There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENCO is also the Deputy Head and therefore part of the senior leadership team, and uses whole school tracking data and book looks to monitor the progress of pupils on the SEN register. Class teachers and core subject leaders monitor class assessment data at pupil inclusion meetings as an early identification indicator when pupil progress is of concern. We take a graduated response to SEN and the Flow Chart at Appendix 1 demonstrates how the Graduated Response takes place at Lyneham Primary School.

The SENCO maintains a log of pupils identified through this process, it is called the SEN register. This list is updated each month (due to our high mobility rates) and reviewed each term when a detailed analysis of the SEN Wave 3 provision map takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

Lyneham Primary school also has an Inclusion Lead, Mrs Bonnie Maslin, who oversees support for pupils who have EAL, are in receipt of pupil premium or who are looked after children as well as leading on attendance throughout the school. The Inclusion Lead and SENCO work closely together to ensure all pupils get the correct support they need to access their education.

## **5. CURRICULUM ACCESS AND PROVISION**

*"Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents." (Children and Families Act 2014 para 6:40 p88)*

The class teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils. The school implements the CUSP curriculum for English and the majority of subjects and the ARK curriculum for maths.

In order to meet the learning needs of all pupils, teachers scaffold or differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The Class Provision Map/ AfL grid with personalised 'academic aspirations' and Whole School SEN Provision Map records a graduated response to individuals' needs.

The range of provision may include:

- \* In class support for small groups with the class teacher or teaching assistant (TA)
- \* Small group withdrawal with TA, class teacher, or ELSA
- \* Individual class support / individual withdrawal

- \* Further differentiation of resources
- \* Study buddies/ peer tutors
- \* Specific interventions
- \* Provision of alternative learning materials/ special equipment
- \* Group support
- \* Provision of additional adult time in devising interventions and monitoring their effectiveness
- \* Staff development/training to undertake more effective strategies
- \* Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

## **6. MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- \* Narrows the attainment gap between pupil and peers
- \* Prevents the attainment gap widening
- \* Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- \* Equals or improves upon the pupil's previous rate of progress
- \* Ensures full curricular access
- \* Shows an improvement in self-help and social or personal skills
- \* Shows improvements in the pupil's behaviour

## **7. RECORD KEEPING**

The school will keep records of the steps taken to meet pupils' individual needs. In line with a graduated response to SEN, class teachers detail provision which is 'additional to and different from' on a Wave 2 class provision map/ AfL grid. These 'academic aspirations' are shared with parents via mini reports sent home three times per year. If a pupil is identified as SEN Support, they will have outside agency involvement and/ or an official diagnosis. These pupils will have a Pupil Passport. The Pupil Passport details pupil voice about what works well for them, what puts them 'in the danger zone' and their aspirations for the future. It lays out longer term aims for the pupil from the teacher's, pupil's and parents' perspective.

If a pupil is finding it difficult to behave within the expectations of the whole school behaviour policy, a graduated response is taken to their support and a stage 1, 2 or 3 plan will be implemented and regularly reviewed. (See Behaviour Policy).

If there are a number of additional agencies involved for a pupil, the SENCO, in collaboration with the class teacher and parents may consider the use of a My Support Plan to identify outcomes and track pupil progress over time. If a pupil's needs are multiple, complex or severe and there are concerns about progress over time, a request for statutory assessment for an Education and Healthcare Plan may be made.

BSquared assessment system is also used to ensure progress is recorded for pupils who are making smaller steps and their progress is not clearly shown using the standard Lyneham assessment format. Pupils who are assessed using this system are identified by the SENCO in conjunction with the class teacher.

## **8. ACADEMIC ASPIRATIONS AND OUTCOMES PLANS**

All pupils on our SEN register will have individual academic aspirations set out on the Wave 2 class provision map and a Pupil Passport detailing personal key information. These are both shared with parents during Parents' Evening. These are evaluated by the class teacher, pupil and parents each term. The Whole School Wave 3 Provision Map and Class Provision Maps set out academic aspirations and any provision made that is additional to and different from usual classroom provision. Pupils with an EHCP also have a Pupil Passport and targets recorded on the Wave 2 class provision map to help achieve longer term outcomes contained within the EHCP. If a pupil has an EHCP and is working significantly below the level of their peers and/or they have a number of personalised provisions, we may use a 'Personal Outcomes Plan' which details much smaller steps of progress, personal to the child that contribute to their broader outcomes detailed on their EHCP.

## **9. CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEN register as necessary. The class teacher will remain responsible for planning and delivery of individualised programmes. Parents will be informed of the actions and results. External support services may advise on targets and provide specialist inputs to the support process. SEN Support intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at a level considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting individual targets may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults and are recorded on the Pupil Passport.

### **9.1 REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Provision Maps and Pupil Passports
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Details of standardised assessment and teacher assessment against National Curriculum expectations
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### **Education, Health and Care Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer from what can be provided within the school's notional SEN budget. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop 'aspirations' that are:

- \* Matched to the longer-term objectives set in the EHCP
- \* Of shorter term
- \* Established through parental/pupil consultation
- \* Set out in an Outcomes Plan or through Class Provision Maps/ Wave 3 Provision Map/ ELSA provision map
- \* Implemented in the classroom
- \* Delivered by the class teacher with appropriate additional support where specified

### **Reviews of an EHCP**



EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will:

Organise these reviews and invite:

- \* The pupil's parent
- \* The pupil if appropriate
- \* The relevant teacher
- \* A representative of the SEND Service (SEND Lead worker)
- \* Any other person the SENCO or parent/carer considers appropriate

**The aim of the review will be to:**

- \* Assess the pupil's progress in relation to the objectives on the EHCP
- \* Review the provision made to meet the pupil's need as identified in the EHCP
- \* Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- \* If appropriate to set new objectives for the coming year

At Key Stage phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

## **10. PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- inviting parents to feedback to school on SEN provision via an annual SEN parent questionnaire
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child at Parents' Evening and during Annual Reviews (for EHCP pupils)
- inviting parents to attend an additional Parents Evening for pupils on the SEN register to enable further opportunities to discuss their child's personal provision
- Inviting parents to coffee mornings with different professionals invited to attend

## **11. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning on their Pupil Passport
- identify their own needs in class through self-assessment, self-evaluation and assessment for learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets (Academic Aspirations)

In addition, pupils who are identified as having SEND are invited to participate in:

- SEN pupil voice questionnaires
- Annual Review Process

## **12. SPECIAL PROVISION**

The school has the following special facilities:

Wheelchair access;

Accessible toilets with hand rails;

Changing facilities;

All classrooms are:

carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.

Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)

Ramps to outside doors to allow for wheelchair access (some classrooms).

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations, cool down/ safe spaces.

## **13. RESOURCE BASE FOR PUPILS WITH COMMUNICATION & INTERACTION NEEDS**

As of January 2023, we have a 10 place resource base for EYFS and KS1 pupils with Communication and Interaction named as their primary need in their EHCP. All children are placed in the Resource Base as a result of a decision made at a Local Authority panel. All children have an EHCP (Education Health Care Plan) which is reviewed annually with parents and outside professionals. Admission to Lyneham Primary School will not fast track a pupil with SEND to our Resource Base provision.

## **14. SAFEGUARDING PUPILS WITH SEND**

As recognised in Keeping Children Safe in Education (KCSiE 2022), Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. At Lyneham Primary School, we ensure our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Any reports of abuse involving children with SEND therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO (who is also a DDSL).

At Lyneham Primary School, we provide extra pastoral support through our Emotional Literacy Support Assistants (ELSAs) and attention for these children, along with ensuring any appropriate support for communication is in place.

## **15. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support register any one or more of the following agencies may be involved: Educational Psychologists, Behaviour Support, Speech and Language Therapy, Occupational Therapists, Specialist SEN Service, Paediatricians, Child and Adolescent Mental Health Service (CAMHS), Play Therapist, Social Workers, the School Nurse and Parent Support Adviser (PSA).

## **16. LINKS WITH OTHER SCHOOLS, AGENCIES, INCLUDING THE VOLUNTARY SECTOR**

Links are maintained to ensure the smooth transfer on school entry through liaison and visits to local Early Years Settings. Lyneham Primary School has strong links with the local pre-schools and throughout the year events are organised, by the Foundation Stage Leader, to introduce the pre-school children to the school.

Liaison from year 6 to year 7 ensures a smooth transition between key stages. The SENCO at Lyneham Primary School liaises with the Learning Support Department at the feeder school: Royal Wootton Bassett Academy. The SENCo will also liaise with the Learning Support Department at other secondary settings that children with SEN may be entering.

The children in Year 6 visit Royal Wootton Bassett Academy in Term 6 on a two day induction programme. Additional visits are also arranged for our vulnerable learners during difficult transitional times of the day, e.g. lunchtimes.

When children on the SEN Register leave Lyneham, an SEN Transition Form is completed and passed on to the new school to ensure their needs will be met in their new setting without delay. The SEN Pupil Passport contains all key information 'at a glance' to ease transitions both within and between schools.

## **17. INSET**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken for areas of SEN are detailed in the SENCo's report to governors each term.

## **18. RESOURCES**

The provision for SEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. This is called the Age Weighted Pupil Unit (AWPU). The amount varies from one Local Authority to another, but there are minimum amounts set by the DfE: the value for primary pupils must be at least £2,000. This is the core budget for each school and it is used to make general provision for all pupils in the school **including pupils with SEN**. Schools also attract an amount of money based on social deprivation indicators as well as the number of children on roll who have English as an additional language. Most pupils with SEND will have their needs met through the 'notional SEN budget', especially where their needs are high incidence/low cost. Schools commonly use the notional SEN budget to fund lunch time clubs for vulnerable pupils, additional support to access after school activities, purchasing equipment such as laptops or specialist software, running small teaching groups in core subjects or providing in class TA support. If it is determined that a pupil with SEND requires in excess of what can be offered within the notional SEN budget, in addition to the basic provision available to all students, the commissioning local authority (i.e. the Local Authority in which the pupil lives) can provide top-up funding to meet the cost of that provision. The top up funding is provided from the high needs block element of the Dedicated Schools Grant (DSG) held by the commissioning local authority and would require an EHC Plan to be in place for it to be made. Schools are expected to use this funding to supplement the funding in the 'notional SEN budget' to make provision for that individual pupil. In Wiltshire, Pupils with an EHCP are allocated a banding based on their needs. The top-up funding varies based on the banding allocated.

## **19. COMPLAINTS**

All complaints will be dealt with in accordance with the school's Complaints Policy, the intent will always be to resolve matters at the informal stage. If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher/ SENCo. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.



## **20. REVIEW OF THE SEND POLICY**

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

### **IMPACT**

#### **21. EVALUATING THE SUCCESS OF OUR POLICY**

The policy will be evaluated using a range of evidence:

- \* An analysis of all teachers' planning by Subject Leaders ensures that a personalised approach is taken and the curriculum is accessible to all pupils.
- \* SEN Parent and Pupil Annual Surveys and Annual Review input (for pupils with an EHCP).
- \* Parents/carers will be aware of individual Academic Aspirations set for children by discussing, receiving mini-reports and having their views recorded on the Pupil Passport for their child.
- \* Children are involved in constructing, reviewing and having their views recorded on their Pupil Passport.
- \* Academic Aspirations being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- \* Ensuring that outside agencies, where appropriate, have their recommendations recorded on Pupil Passports and My Support Plans and are involved in their development.
- \* The School Improvement Plan priorities which may include the provision for SEND.
- \* Any external evaluation or inspection.

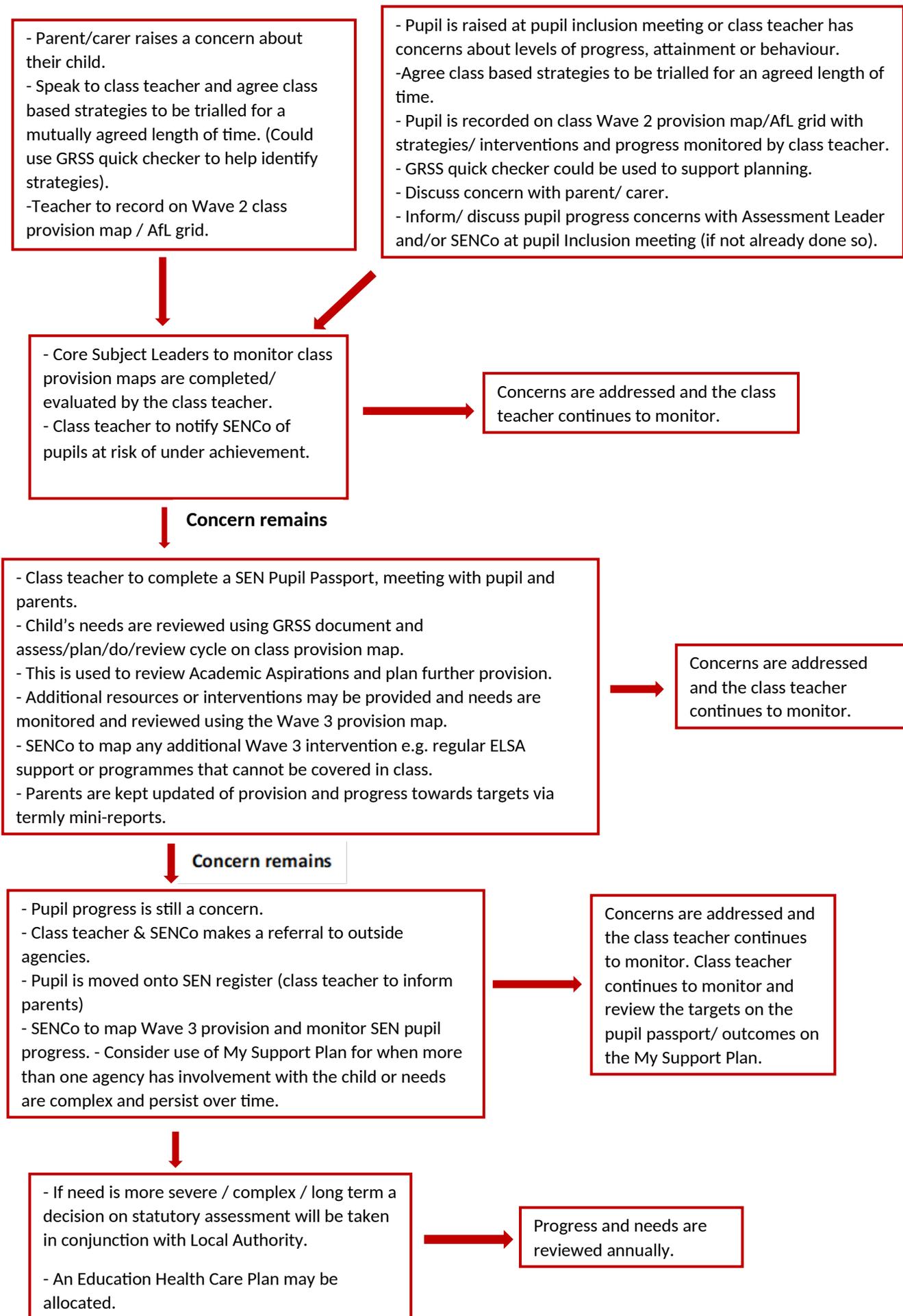
This Policy was updated March 2025

Signed by:

Head: John Read

SENCo: Lucy Golder

SEN Governor: Dan Alexander



Child and parent involvement



## **Appendix 2: Dyslexia and Specific Learning Difficulty (SpLD) Friendly Protocol**

### **‘Dyslexia and SpLD Friendly’ Philosophy**

At Lyneham Primary School, we strive to create a learning environment that values and meets the needs of our pupils with an inclusive approach. We believe that a ‘Dyslexia Friendly’ environment can benefit all of our learners.

While we recognise Dyslexia as a learning ‘difference’ that, at times, can make learning more difficult for some of our pupils, we do not define it as a ‘disability’. We strive to recognise and harness the strengths of those with dyslexic tendencies. We seek to empower our children who have learning differences with the confidence they need to achieve and grow throughout their life.

This statement is not limited to simply being ‘Dyslexia Friendly’. Dyslexia is one of many learning differences that falls under the wide term of ‘SpLD’ or Specific Learning Difficulty’. Many of these difficulties are co-occurring; if a child displays dyslexic tendencies, they may well exhibit traits of other learning difficulties. The most common of these are:

- Dyslexia (explained in greater detail below)
- Dyspraxia – difficulties with physical coordination
- Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)
- Dyscalculia – impaired comprehension of Mathematics and Number
- Dysgraphia – difficulty with writing, typing and spelling

In order to be fully ‘Dyslexia Friendly’, we believe that labelling a child as being simply ‘dyslexic’ is unhelpful; we strive to look at SpLD in broader terms, thus better meeting the learning needs of all our pupils.

We use the definition of dyslexia from The Rose Report: ‘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 coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

The Rose Report 2009

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to ‘Quality First Teaching’. Some children with Dyslexia may not only experience problems with reading and spelling, but they may also experience other difficulties with:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
  - Auditory memory
- Spatial awareness
  - Direction – left and right
- Organisation

## **Visual Stress**

Visual stress is a condition that is frequently linked to Dyslexia. It may cause the following:

- Headaches and visual problems from exposure to patterns in text
- Squinting
- Slow pace of reading
- Lack of stamina in reading
- Inaccurate age-expected reading

Our Dyslexia and SpLD friendly approach also seeks to reduce visual stress experienced by our learners. We recognise that in most cases, Dyslexia and Visual Stress are not linked, but when visual difficulties are identified we are able to assess and identify whether the use of coloured overlays could relieve some of this stress for the learner.

## **Identification of Dyslexia**

If we believe a child is displaying traits of Dyslexia or Visual Stress, we follow the steps outlined below:

- 1) Teacher or support staff refer to Annex 1 and 2, 'Dyslexia: Information for Teachers' and 'Dyslexia and Visual Issues' attached to this policy. Support staff to raise any concerns about pupils to class teacher. If following in class support and intervention through quality first teaching and Wave 2 AfL and there are still concerns then the class teacher will speak to SENCo. The SENCo also participates in Pupil Inclusion Meetings with the Inclusion Lead which, through discussions with class teachers, is another point of identification.
- 2) If a parent raises concerns about their child regarding Dyslexia, class teachers should liaise with the SENCo in the same way.
- 3) Teacher to speak to school's SENCo. At this point teachers and TAs should complete the WGRSS and BDA Dyslexia Questionnaire, to help to clarify concerns and observations.
- 4) Additional provision will continue to be put in place for these children either at a Wave 2 or Wave 3 level.
- 5) School SENCo (or trained support staff) to screen for specific difficulties and analyse learning profile, with specific details for the child recorded on their SEN Pupil Passport. Where appropriate, if needs are more severe and persistent overtime, a My Support Plan will be set up and updated accordingly.
- 6) If there are still concerns following several 'Assess, Plan, Do, Review' cycles, the SENCo may then refer to the SSENS service for further support and investigation.

## **'Dyslexia and SpLD Friendly' Learning Environments and Quality First Teaching (QFT)**

We believe that 'Dyslexia and SpLD Friendly' learning environments can benefit all our pupils. Each classroom is set in the following way:

- Classrooms are well-lit and ventilated to a comfortable temperature for learners.
- Visual stress is reduced through the use of buff coloured white-board backgrounds and the use of the font Open Dyslexic on board labels.



- Maths Learning Walls are consistently presented across the school with concrete, pictorial and abstract representations provided for all. These support working memory load.
- Key vocabulary and unit foci are displayed on English Working Walls as reference points for all pupils.
- Scaffolds to support learners in lessons are specific to learners needs and enable pupils to engage in the CUSP curriculum which is used throughout the school.
- Homework tasks are accessible for all using a 'pick and mix approach' combined with differentiated spelling and reading (where appropriate).
- Individual handouts are provided and enlarged for those who need it, laid out simply and clearly. Picture cues are also used, to support understanding and to reduce printed text.
- Learners are not expected to copy from the board if this is something they find challenging, individual boards/iPad photos are given.
- Seating arrangements are well planned: children with Dyslexic traits are sat near the front of the class.
  - Extra time is permitted for identified learners, as well as scribe and reader support.
  - Staff give simple and clear instructions and expectations, using visual prompts to support these where necessary. These may include:
    - ♣ use of a visual timetable
    - ♣ use of lesson task cards to break activities into manageable chunks
    - ♣ 'Now, Next and Then' resource
  - Multisensory resources are provided for pupils who may need it including use of assistive technology (laptops to type and voice to text technology to support writing and spelling), coloured overlays, reading rulers, word mats and Barrington Stoke dyslexia friendly dictionaries.
  - Links are made between Wave 3 intervention and work in class e.g. differentiated spellings to learn and word mats to aide recall during independent writing.
  - Resources in class are clearly marked and easily accessible for all.

## Targeted interventions for Dyslexia

We run some high-quality Wave 3 interventions to support our pupils who present with a dyslexic learning profile. After identifying children who may benefit from these, teachers will discuss the needs of these pupils with the SENCo. Following this, the pupil will take part in targeted interventions, following the 'Assess, Plan, Do, Review' cycle.

## Raising the self-esteem of learners with Dyslexia and /or SpLD

Our pupils are taught that we all learn differently and each of us has unique learning strengths and difficulties. Discussion and openness towards this inclusive attitude is promoted by the whole school staff. The strengths of Dyslexic people and their achievements are championed both in school and through our curriculum subject heroes. The school raise awareness through Dyslexia Awareness week assemblies, follow on guided reading work in class and staff training. Dyslexia awareness and the positive messages linked to this is about to be celebrated on the school's website (currently under construction). The school has two trained ELSAs who deliver bespoke support sessions across the school, with a focus on building self-confidence, identifying strengths and celebrating differences.

## Partnership with Parents and Carers

Effective partnership between home and school is important for all our learners. We strive to always maintain clear communication with parents and carers. If we have concerns about a child's learning, we feel it is important to discuss these with parents/carers at an early stage.



We also encourage parents/carers to raise worries about their children with our staff to maintain good communication links between home and school. Teachers will discuss the type of support/intervention that their child has access to as well as share things that parents/carers can do with their child to support their learning at home. Differentiated reading and spellings are provided (where appropriate). Three short written reports per year are shared with parents detailing any additional provision that is in place for children.

Additional sources of support for parents, along with the contact details for the SENCo can also be found on the school website.

## **Annex 1**

# Dyslexia: Information for Teachers

Throughout their career, all mainstream teachers will have children with dyslexia in their class. They are the pupils who, from the beginning, struggle with reading, writing and/or spelling and possibly numeracy. However, they may be creative, articulate, imaginative or perform well in practical subjects. These children need to be identified, supported and closely monitored as early as possible to help them to succeed.

## General indicators of dyslexia

- Might appear to be 'bright' in some areas but have a 'block' in others.
- Poor letter-sound recognition, awareness of sight vocabulary and sequential ordering.
- Poor short-term working memory – difficulty following instructions, forgets to do things.
- Slow at information-processing – spoken and/or written language.
- Might have a limited concentration span.

## Reading and writing

- Poor standard of written work in comparison with oral language skills.
- Incorrect or confused sentence structure.
- Planning difficulties; 'muddled' sequencing of ideas/events; confusion with tenses.
- Incomplete, 'messy' or disorganised presentation of written work.
- Poor letter formation and spacing; difficulties with pencil grip and control.
- Frequent letter and number reversals (b/d; p/q/g; 2/5; 6/9).
- Limited or incorrect use of punctuation.
- Inconsistent spelling – spelling a word several ways in the same piece of writing.
- Difficulty remembering the spelling of common irregular words - 'said', 'they'.
- Confused order of letters in words for reading and spelling - gril/girl; word reversals - saw/was; on/no.
- Unusual or phonetic spelling which is not age-appropriate.
- Omits letters and/or syllables in words; misses out or adds words into sentences.
- Appears to dislike or avoid writing activities.
- Difficulty with blending letter-sounds to read words, and reluctance to read aloud.
- Problems with breaking words into syllables.
- Reads without expression in a slow, hesitant, manner with inaccuracies.



- Doesn't recognise familiar words – even when read earlier in the text or on the same page.
- Problems with copying information.
- Tendency to lose the place; problems with scanning text from left to right.
- Difficulty with comprehension and/or picking out the main points.
- May disregard, or rely on, context and/or picture cues to aid comprehension.

## Numeracy and time

- Difficulty with sequential order, multiplication tables, days of the week.
- Confusion with mathematical symbols such as + and x signs.
- Difficulty understanding the concept of place value.
- Problems with reading/understanding the language of maths.
- Confused by positional language and directions – before/after; top/bottom; x/y axis.
- Problems with telling the time, time-management and/or concepts of time - yesterday, tomorrow.
- Difficulty with sequence and direction of procedures; copying or layout of written work.

## Behaviour

- Appears to be disorganised and/or confused by everyday tasks.
- Uses avoidance tactics – looking for equipment, sharpening pencils.
- Performance/standard of work is inconsistent – has 'good days' and 'bad days'.
- Seems restless, easily distracted, inattentive and/or easily tired.
- Has little to show for a huge amount of effort; frustrated by lack of achievement.
- May adopt the role of 'class clown', be withdrawn, uncooperative or disruptive.

Remember that every child with dyslexia is different and has individual difficulties and strengths.

## How teachers can help

- Although children with dyslexia will need additional targeted support, there are many ways that teachers can help in the mainstream classroom. Minor changes to day-to-day practice can make a huge difference towards effective learning.

## Seating and grouping

- Check that each child can hear and see you, the board and visual prompts clearly.
- Seat the pupil where you can make eye contact and provide support quickly.
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills.

## Information, instructions, organisation

- Give children thinking time to process information and respond appropriately.
- Make instructions short and simple. Break them down into small steps.
- Explain and present information many times in various ways (pictures, flow charts, diagrams).
- Ask pupils with dyslexia to repeat instructions so you can check their understanding.
- Display prompts and reminders about what to do, where to find things, useful words.
- Put labels on equipment and always keep them in the same place.
- Provide desk-top mats/jotter inserts – word banks, prompts and personal targets.
- Provide (and demonstrate how to use) practical aids such as calculators, number/tables squares.

## Memory

- Use multi-sensory approaches to ensure that information is absorbed and stored.
- Teach a range of strategies to help children learn letter sounds and spelling rules.
- Many children with dyslexia are kinaesthetic learners – they learn by doing. Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall.

## Written work

- Encourage alternatives to writing – drawing, dictating/recording answers.
- Check children's learning by requesting non-written responses – draw, act out, sing, dictate answers.
- Limit writing demands and give plenty of time to complete written work.
- Ensure that keyboard skills are taught – encourage the use of a computer.
- Provide planning formats/writing frames/story skeletons for extended writing.
- Teach children how to use mind maps, spider webs, bullet points, flow charts, ICT.

## Marking

- Develop a code with your pupils for marking errors. Using a cross or red pen to highlight errors may not be the best way – lightly underline or use a dot.
- Try to explain errors made by marking their work with the pupil present.
- Specify what will be marked – content, spelling, technical skills or presentation – and mark only that.
- Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future.
- Use directed praise – say what you are praising – include effort as well as attainment.
- Avoid negative feedback in front of the class; give individual feedback privately.



## Reading

- Provide tinted filters/overlays or reading markers.
- Use non-white paper and ask individual preferences for test papers.
- Match reading resources to reading ability, ensuring that it is age appropriate.
- Encourage the use of books in audio/digital format to support access to texts.
- Teach the use of keywords, highlighting, colours and images to help remember information.
- Highlight the main points in text to support comprehension, prediction and recall.
- Teach key vocabulary for new topics – use flash cards, word mats, posters/word walls.
- Ensure that the child is comfortable reading aloud – unless planned/prepared in advance.
- Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence.

## Board work

- Limit the amount of reading/copying from the board. Give copies of notes/examples.
- Use coloured markers for board work.
- Set the Smart board background on a colour – beige, blue.
- Shade white boards to eliminate glare/reflections.
- Write different items in different colours.
- Number or mark the start and end of each line/topic clearly.

## More in-depth information to help in the classroom

- Addressing Dyslexia Toolkit – [www.addressingdyslexia.org](http://www.addressingdyslexia.org)
- Dyslexia: A Practitioner's Handbook (4th Edition) by Dr. Gavin Reid
- Maths for the Dyslexic: A practical guide by Anne Henderson
- Dyslexia Pocketbooks (Teachers Pocketbooks) by Julie Bennett & Phil Hailstone
- Supporting Students with Dyslexia in Secondary Schools by Moira Thomson
- The Teaching Assistant's Guide to Dyslexia by Gavin Reid & Shannon Green
- 100 Ideas for Primary/Secondary Teachers for Supporting Children with Dyslexia by Gavin Reid & Shannon Green
- The Little Book of Dyslexia by Joe Beech
- Dyslexia Scotland Helpline 0344 800 8484 or [helpline@dyslexiascotland.org.uk](mailto:helpline@dyslexiascotland.org.uk)



Dyslexia Scotland  
Charity No: SC 000951  
Registered No: SC 153321  
Dyslexia Scotland © 01/18

## Dyslexia and Visual Issues

There are visual and visual perceptual (the way the brain deals with visual issues) problems which can cause difficulties similar to dyslexia.

These difficulties might not be detected in a standard eye test and can occur in children or adults with perfect vision. Not everyone with dyslexia will experience these visual problems, and people without dyslexia can also have these difficulties. **All of these conditions can be treated.**

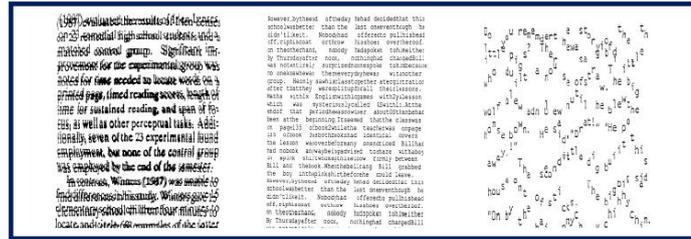
### The types of problems

- ◆ **Binocular Instability:** binocular vision coordinates the eyes. When both eyes work together, rotating and focusing, this results in a clear single image.
- ◆ **Eye Movement Control:** in reading, the eyes make short rapid movements interspersed with short fixations. When these movements are poorly controlled, it is common to miss words or lose your place in a passage
- ◆ **Meares-Irlen Syndrome also known as Visual Stress:** this is a sensitivity to light, pattern and flicker which can result in distortions of the text and the illusion of the print moving or blurring. Visual stress is more common in people with dyslexia.
- ◆ **Visual Discrimination:** the ability to recognise similarities and differences between images and patterns, which is a basic requirement for reading and spelling
- ◆ **Visual Memory:** the ability to recall visual information such as words and shapes. This can cause difficulties with learning sight vocabulary, spelling and letter orientation

### You may experience some of the following:

- ◆ Distortion when viewing a page of print
- ◆ Letters appear to move or jump about
- ◆ Patterns or colours in writing
- ◆ There might be glare when reading
- ◆ Difficulties following a line of text or column of numbers

- ◆ Sore eyes/eyestrain
- ◆ Tiredness when reading
- ◆ Words and letters may blur
- ◆ Headaches/migraines



**What can help?**

- ◆ An assessment by a qualified optometrist/orthoptist – it is really important to have vision assessed by someone who can look at a range of visual conditions as many of the symptoms or difficulties can be caused by more than one condition. It is also common for more than one visual or visual perceptual condition to be present
- ◆ Having a conversation with your child about what they see when they look at text
- ◆ Remove the contrast of black text on white paper
- ◆ Using coloured rulers/overlays
- ◆ Using tinted paper to write on, rather than using white paper
- ◆ Glasses with special lenses to suit your requirements
- ◆ Performing exercises might reduce some of the difficulties
- ◆ Clear fonts, such as Arial, Comic Sans or Verdana, minimum size 12



**For More Information**

- ◆ **Reading Through Colour** by Arnold Wilkins
- ◆ **Dyslexia and Vision** by Bruce J. W. Evans
- ◆ **Dyslexia and Us: A collection of Personal Stories** by Dyslexia Scotland
- ◆ **Dyslexia Friendly Formats:** one of the information sheets available to down load from our website

