



# WESTHOLME SCHOOL

Unrivalled Holistic Excellence

## Special Educational Needs and Disability Policy

<b>Reviewed:</b>	September 2024
<b>Date of next review:</b>	<b>September 2025</b>
<b>Produced by:</b>	<b>Principal, Head of Prep and Deputy Head/s, SENDCo</b> <b>To be approved and authorised by Governors</b> <b>(October 2024)</b>
<b>Cross referencing:</b>	To be read in conjunction with the following policies: Accessibility Policy Equal Opportunities Policy Discipline, Exclusions and Required Removal Policy Complaints Policy Behaviour Management Policy EAL Policy Learning and Teaching Policy GDPR Policy Online Safety Policy Safeguarding Policy School Rules (included in the Parent Handbooks) Parent Contract Anti-Bullying Policy Admissions Policy Attendance Policy Staff Code of Conduct

## Introduction

Westholme School ('the School') is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for disabled pupils'
- Statutory framework for the early years foundation stage (September 2021)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

## Definition of special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

## **Definition of disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there is overlap.

## **Governor and staff responsibilities**

The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Principal is responsible for overseeing all aspects of the School's SEN provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator ('SENCO') is Ali Cunliffe. The Prep SENCO is Rachel Murphy. Their responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Principal and governing body
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with the School's medical staff, external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date

The School's Learning Support Department consists of 8 teaching and learning support assistants.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

## **Identifying and supporting pupils with SEN and disabilities**

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Parents are informed and consulted through direct communication / meetings with the relevant SENCO, and when appropriate Head of Year (Seniors) or Class Teacher (Prep), parents' evenings, pupil profiles and reports. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need.

Assessment mechanisms include : Test Wise Dyslexia Screener; WRAML2; CTOPP2; WIAT III; TOWRE; DASH & DASH 17+ carried out by the SENCO or external assessor; teacher feedback; in-class observation; internal assessments, outcome of examinations, progress reports, SENCO reports.

If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.

- **Plan:** Where it is decided to provide SEN support, the teacher and the SENCO will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the School's information system, currently by the SENCO. **Please see Appendix 2 for an example (relating to Prep pupils).**
- **Do:** Teachers will work closely with the SENCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed twice termly OR as agreed between the School and parents. Teachers, working with the SENCO will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School is able to cater for.

## Reasonable adjustments

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers;
- assistance with guiding;

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards;
- the interests of other pupils (and potential pupils);

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the SENCO, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

The above would include necessary adjustments for a student to participate in trips/residential activities, which would be approved on a case-by-case basis.

### **How do parents request adjustments?**

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's Class Teacher (Prep) / Head of Year (Seniors and Sixth Form), in the first instance. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

### **Recording progress of pupils with SEND**

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of an Individual Learning Plan (Prep) / Pupil Profile (Seniors and Sixth Form). This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil and their parents and kept on the School's information system. The Individual Learning Plan (Prep) / Pupil Profile (Seniors and Sixth Form) contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Individual Learning Plan (Prep) / Pupil Profile (Seniors and Sixth Form) was drawn up and date for review.

The Individual Learning Plan (Prep) / Pupil Profile (Seniors and Sixth Form) may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

### **Early Years Provision**

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Rachel Murphy,

in conjunction with Early Years Lead, Judith Dixon. The class teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

### **The School's SEN provision**

The School's SEN provision currently includes: in-class differentiation, learning support (in and out of class), additional specialist teaching bought in from Local Authority for students with an EHCP; support from the SENCO, additional one-to-one lessons (may be charged to parents).

### **Pupils with an Education Health Care Plan ('EHC Plan')**

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **Further aspects relating to SEND provision**

#### **Admissions**

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

### **Withdrawal**

We reserve the right, following consultation with parents, to request or require the withdraw of a pupil from the School if, in our opinion after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parent's in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances.

### **Entitlements to additional time and/or support in external assessments**

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements (See Appendix 1).

Parents should speak with their child's Head of Year (Seniors and Sixth Form)/Class Teacher (Prep) or SENCO with regard to any application for additional support as soon as reasonably practicable. The SENCO will process applications for appropriate examination access in conjunction with the Head of Year (Seniors and Sixth Form) / Class Teacher and liaise with the Senior Leadership, where necessary.

### **Bullying and behavioural issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHE about the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore 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 disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **Three-year accessibility plan**

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will;

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **Parental responsibility**

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the SENCO with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

### **Concerns**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's Form tutor or Head of Year (Seniors and Sixth Form)/Class Teacher (Prep) or the SENCO if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

### **Review**

**The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.**

## Appendix 1

### **Assessing for Access Arrangements: JCQ regulations as stipulated in the Access Arrangements and Reasonable Adjustments document, which will need to be included in an appropriate school policy:**

- There are clear deadlines for applications, as stated in the handbook, which must be adhered to, except in the case of an emergency.
- 7.3.4 School will need to hold evidence a copy of evidence of any assessor's qualification to assess; this document must be held on file for inspection purpose.
- 7.3.5 The assessor should be employed or contracted by the centre, or alternatively by the Local Authority or external assessor who has an established working relationship with the centre and is approved by the head of centre.
- 7.3.6 A privately commissioned assessment **cannot** be used to award access arrangements and cannot be used to process and application using Access Arrangements Online. This would be where the assessor has not contacted the centre, has not established a working relationship with the centre, has not been approved by the head of centre and has not received as a minimum a 'skeleton' Part 1 of Form 8 from the SENCO. (Where a learning difficulty specifically arises as a result of a medical condition the appropriate sections of the Access Arrangements and Reasonable Adjustments document should be consulted).
- 7.5.1 The SENCO must arrange for the candidate to be assessed by the centre's appointed assessor.
- 7.5.2 Before the candidate's assessment, the SENCO must provide the assessor with the background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCO and the assessor must work together to ensure a joined up and consistent process.
- 7.5.3 The assessor is required to establish if the results of tests in literacy and / or cognitive abilities present evidence that the candidate has **an impairment which substantially affects their performance.**

Appendix 2

Example of Prep Provision Mapping

Provision Map for CLASS NAME		Teacher XXXXXXXX	Summer Term 2024
<b>SEN Children</b>			
NAME OF CHILD/REN			
Monitoring List: You do not need to list children in intervention unless you are also monitoring them for an additional concern. This should include children monitored for mental health reasons too.			
NAME OF CHILD/REN			
EAL Children: (Note first language spoken at home if known.)			
NAME OF CHILD/REN			
<b>Universal /QFT Differentiated provision in lessons for SEN support (and High Achievers TBC):</b>			
How do you personalise your teaching to meet the needs of these children in class? This section should detail the adaptations you make in class for these children.			
Name	Area of difficulty/strength	Strategy	Review
NAME OF CHILD/REN	<ul style="list-style-type: none"> <li>Concentration</li> <li>Personal organisation</li> <li>Processing information</li> <li>impulsivity.</li> </ul>	Seating position in class. 'What I need to do' target card.	Becoming more settled and independent when set a task.

	<ul style="list-style-type: none"> <li>• Anxiety, involuntary movements</li> <li>• Relationships with peers</li> <li>• Handwriting – formation of letter and joins</li> <li>• Application of spelling rules and knowledge</li> </ul>	<p>Ensure <b>NAME OF CHILD/REN</b> knows what is happening in the day and is there are any changes.</p> <p>Home/ School communication book, support packing bag.</p> <p>Instructions are clear, chunked and supported by visual means, eye contact. Ask <b>NAME OF CHILD/REN</b> to repeat back.</p> <p>Feedback is constructive and instant</p> <p>Language used is positive and reinforces appropriate expectations for learning, e.g. five positive comments for one negative comment</p> <p>Rules for good listening, turn-taking, sitting, etc. are displayed clearly and are regularly reinforced</p> <p>Monitor when walking in a line.</p> <p>Squishy stress ball</p> <p>Opportunities for regular movement breaks</p> <p>Social stories and close supervision at playtime.</p> <p>In class 2x handwriting lessons per week. Use of Letter join Recovery Programme. Ensure sharp pencil, correct seated position and pencil grip.</p> <p>Multi-sensory activities to practise spellings – LCSWC,</p> <p>Spelling Shed, Rainbow spelling, Mnemonics, calligrams, pyramid spellings, link with handwriting.</p>	<p>Taking more ownership for personal organisation.</p> <p>Close monitoring of where <b>NAME OF CHILD/REN</b> is in line/seating and playground in relation to <b>NAME OF CHILD/REN</b> and <b>NAME OF CHILD/REN</b> has helped.</p> <p>Great progress with cursive writing.</p> <p>Spelling SAS 81 but is regularly getting 10/10 in tests.</p>
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<p><b>NAME OF CHILD/REN</b></p>	<ul style="list-style-type: none"> <li>• Gaps in phonic knowledge</li> <li>• Spelling of HFW/Common Exception Words</li> <li>• Handwriting – formation of ascenders and joins</li> <li>• Reading comprehension</li> <li>• Processing and retention of information</li> </ul>	<p>Lifeboat spelling programme instead of class spellings. Multi-sensory approach: visual, oral, auditory, segmentation of phonemes, handwriting, cloze procedure.</p> <p>In class 2x handwriting lessons per week. Use of Letter join Recovery Programme. Ensure sharp pencil, correct seated position and pencil grip.</p> <p>TA to hear read as often as possible, ensuring use of Vipers' skills.</p> <p>Understanding is regularly checked and instructions reinforced. Encourage verbalisation of what she has been asked to do.</p> <p>Differentiated questioning.</p> <p>Information and instructions are clear, chunked. Differentiated maths tasks in class, ensure understanding of task. TA in class support if available. Praise.</p>	<p>Spelling test results improved.</p> <p>Handwriting is more legible, and ascenders are taller.</p> <p>Reading is more fluent, but still needs support with meaning of words and regular reading support at school.</p> <p>Improvement in times tables recall, but needs support and reinforcement in class.</p>
<p><b>NAME OF CHILD/REN</b></p>	<ul style="list-style-type: none"> <li>• Application of spelling rules and knowledge</li> <li>• Handwriting – formation of ascenders and joins</li> </ul>	<p>Lifeboat spelling programme instead of class spellings. Multi-sensory approach: visual, oral, auditory, segmentation of phonemes, handwriting, cloze procedure.</p>	<p>Spelling test results improved and <b>NAME OF CHILD/REN</b> is more confident. (Less rubbing out!)</p> <p>Handwriting is more legible.</p>

		<p>In class 2x handwriting lessons per week. Use of Letter join Recovery Programme. Ensure sharp pencil, correct seated position and pencil grip.</p> <p>TA to hear read as often as possible, ensuring use of Vipers' skills.</p>	<p>Reading is more fluent, but still needs support with meaning of words and regular reading support at school.</p>
<b>NAME OF CHILD/REN</b>	<ul style="list-style-type: none"> <li>• Reading fluency and comprehension</li> <li>• Application of spelling rules and knowledge</li> </ul>	<p>TA/Teacher to hear read as often as possible, ensuring use of Vipers' skills, especially inference and retrieval skills.</p> <p>Multi-sensory activities to practise spellings – LCSWC, Spelling Shed, Rainbow spelling, Mnemonics, calligrams, pyramid spellings, link with handwriting.</p>	<p>Not really reading regularly at home and benefits from reading with adult. Regularly gets 10/10 in tests, but not applying in ind. Writing. SAS 91.</p>
<b>NAME OF CHILD/REN</b>	<ul style="list-style-type: none"> <li>• Application of spelling rules and knowledge</li> </ul>	<p>Multi-sensory activities to practise spellings – LCSWC, Spelling Shed, Rainbow spelling, Mnemonics, calligrams, pyramid spellings, link with handwriting.</p>	<p>Excellent effort but remains an area of weakness. SAS NGRT 95</p>
<b>NAME OF CHILD/REN</b>	<ul style="list-style-type: none"> <li>• Times tables, recall of number facts, place value and time.</li> <li>• Processing and retention of information.</li> </ul>	<p>Differentiated questioning and maths tasks in class.</p> <p>Understanding is regularly checked and instructions reinforced.</p> <p>Encourage to verbalise what she has been asked to do.</p> <p>In class support if available.</p> <p>Specific/ regular praise</p>	<p>Continued support needed in class. PTM 88</p>
<b>NAME OF CHILD/REN</b>	<ul style="list-style-type: none"> <li>• Processing and retention of information esp in maths, including times</li> </ul>	<p>Differentiated questioning and maths tasks in class.</p> <p>Understanding is regularly checked and instructions reinforced.</p>	<p>A little more confident, but very unsure about concept</p>

	tables, recall of number facts, place value and time	Encourage to verbalise what she has been asked to do. In class support if available. Specific/ regular praise	of Time. PTM 86 Continued support needed in class.
<b>NAME OF CHILD/REN</b>	<ul style="list-style-type: none"> <li>• Speed of processing</li> <li>• Reading fluency</li> </ul>	<p>Clear, simple instructions, small chunks of info, ensure eye contact, seated near the front, ensure understanding of task.</p> <p>TA/Teacher to hear read as often as possible, ensuring use of Vipers' skills.</p> <p>Understanding is regularly checked and instructions reinforced.</p> <p>Encourage to verbalise what she has been asked to do.</p>	Excellent effort and improved independence. Continue to monitor.

## INTERVENTIONS

The LD team will support this. Outcomes will be added after review discussion with Senco.

Intervention	No in Gp	Frequency Duration Staff	Pupils	Entry Data Sept	Intervention Target	Exit Data	Outcomes
Spelling	3	2 x week	<b>NAME OF CHILD/REN</b>		<p>To spell Common Exception words.</p> <p>To use split digraphs in spelling. (Lifeboat scheme)</p>	<p>SAS 83</p> <p>SAS 85</p> <p>SAS 85</p>	

Maths	3	1x week	<b>NAME OF CHILD/REN</b>		1x week support group linked to learning in class if possible, to consolidate/reinforce areas of difficulty shown recently.	SAS 86 SAS 86 SAS 88	
Spelling	1	5x week	<b>NAME OF CHILD/REN</b>		<p>Word Wasp (at home)</p> <p>To improve word and sound articulation esp 'f' 'th' 'r' and pronunciation</p> <p>Spelling of Common Exceptions words</p> <p>Address gaps in phonic knowledge esp split digraphs and vowel sound confusion between 'a' and 'i'</p> <p>To apply this in writing.</p>	NGST 81	
Handwriting	3	1x week	<b>NAME OF CHILD/REN</b>		To form letters and joins correctly (Letter Join Recovery) Link with spelling intervention.		



**Appendix 3**

**Seniors Pupil Proforma**



WESTHOLME SCHOOL

**WESTHOLME SENIOR SCHOOL LEARNING SUPPORT**

**PUPIL PROFILE 2024 – 2025**

**Date:** \_\_\_\_\_

<b>Personal Information</b>	Access Arrangements:	
Name:	Form:	Sp.L.D.D:

**Impact of SpLD:**

**Suggested Strategies for Teaching & Learning:**

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**Appendix 4  
Seniors Record of Concern**

<b>Pupil:</b>	<b>D:O:B</b>
<b>Form Teacher/HOY:</b>	
<b>Who has raised this concern?</b>	
<b>Has this been raised with Form Teacher/HOY? What actions were taken?</b>	
<b>Has there been consultation with Parents? When?</b>	
<b>What are the pupil's areas of strength?</b>	
<b>What is the main area of concern?</b>	
<b>Please Evidence Your Concern</b>	
<i>(e.g. attach a photocopy or image of a sample of work or describe incidents/patterns of behaviour observed.)</i>	

<b>Assessment/Curriculum Results and Progress</b>
<i>(Evidence, both summative and formative, of the ways in which the concern impacts pupil learning and progress)</i>
<b>Details of In Class Differentiation/Personalisation of teaching or Additional Reasonable Adjustments</b>
<i>(e.g. Targeted Intervention, Social Groups modeling provided for the pupil)</i>  <b>In Class-Personalisation of teaching:</b>  <b>Targeted Interventions:</b>  <b>Is there any additional support that you think the child needs or would benefit from?</b>
<b>Other relevant information.</b>
<i>(e.g. medical conditions/family circumstances/recent events etc.)</i>
<b>Date Received and by whom:</b>
<b>Recommended Action:</b>