



DAUBENEY MIDDLE SCHOOL

**SPECIFIC LEARNING
DIFFICULTY (DYSLEXIA)
PROVISION POLICY**

Rationale

- To meet a continuum of need with a continuum of provision within the LA
- To provide for statemented and school action pupils with SpLD whose needs are in excess of provision normally available within mainstream schools, with support
- To provide specialist SpLD support to statemented and school action pupils as an integrated provision within a mainstream school.

Aims

- To ensure that the educational needs of pupils with SpLD are met within a consistent whole school approach
- To enable pupils with SpLD to achieve their full potential through the provision of appropriate specialist support
- To facilitate maximum curriculum access through the provision of differentiated tasks/activities/support material and/or classroom support as appropriate to the needs of pupils referred to the Provision. This to be within the resources available to the Provision/school
- To provide specialist tuition for SpLD
- To provide specialist classroom support for SpLD
- To liaise with statutory assessment and monitoring officers of Provision placement of SpLD pupils and at Annual Reviews
- To regularly monitor and evaluate the provision of support for SpLD pupils, in consultation with school staff
- To enhance levels of training for staff at Daubeney School
- To maintain regular contact with parents, Governors and the Authority on the progress of pupils with SpLD
- To give pastoral support to Provision pupils
- To ensure Provision pupils will have access to mainstream education within their appropriate age group, as far as possible.

Reporting by Provision Co-ordinator

- Report as required for inclusion in the Head Teacher's report to Governors
- Contribution to Governors' Annual Report to Parents, if required
- Regular contact with parents of Provision pupils through home/school book.
- Reporting to other staff on work/progress/problems of Provision pupils as and when necessary
- Liaison with subject teachers in completing reports and records of achievement
- Written reports on Provision pupils' progress to accompany school annual report
- IEPs to be available to all teachers.

Monitoring by Provision Co-ordinator

- Review and amend IEPs for pupils with SpLD
- To informally monitor and evaluate each withdrawal lesson
- To monitor every 6 months the achievement of Provision pupils within mainstream lessons
- To formally test reading accuracy and comprehension every 6 months
- To formally test spelling ability every 6 months.

Assessment

- Ongoing, informal assessments are used to monitor progress and changing levels of need within the class and withdrawal lessons
- IEPs are used to evaluate progress against the targets set
- Data is provided for school based assessments
- End of KS2 tests. Provision pupils are supported according to need and in consultation with teaching staff
- Subject based tests are supported by Provision staff, if requested by teacher.

Policy Evaluation

- This policy is reviewed by the Provision Co-ordinator and SLT during each Spring term
- The effectiveness of the policy will be evaluated through the yearly report and assessment procedures.