

# Shoreham Beach Primary School



## Special Educational Needs And Disability Policy

Revised: October 2018  
Next revision: October 2020

## **1 PRINCIPLES AND OBJECTIVES**

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

The 2014 SEND Code of Practice: 0 - 25 years says that:

A child has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

Children must 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.

Guidance for schools on carrying out their statutory duties as to children with special educational needs is found in the 2014 Children and Families Act and its Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years, together with the Equality Act 2010.

### **FUNDAMENTAL PRINCIPLES**

These principles are contained in the Code of Practice and are those which underpin special needs provision at Shoreham Beach Primary School:

- A child with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents and carers have a vital role to play in supporting their child’s education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education.

### **CRITICAL SUCCESS FACTORS**

- The culture, practice, management and deployment of resources in school are designed to ensure that **all children’s needs are met.**
- School, parents, LEA and outside agencies work together to ensure that any child’s special educational needs are **identified early** .
- **Best practice** is used when devising interventions and this best practice is constantly reviewed in the light of new research .
- School and **parents** work in **partnership.**
- **The wishes and opinions of the child** are listened to and taken into account .
- Interventions for each child are **reviewed regularly** to assess their effectiveness, the child’s progress and the views of the parents and all those working with the child.

## **2. ROLES AND RESPONSIBILITIES**

All teachers are teachers of children with special educational needs and teaching such children is therefore a whole school responsibility. In addition, the governing body, the head teacher and the SENCO have specific responsibilities.

### **Special Educational Needs Coordinator (SENCO)**

Responsible for:

- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning;
  - being kept informed about the support their child is getting;
  - involved in reviewing how their child is doing.
- Liaising with all the other people who may be coming into school to help support children's learning e.g. Speech and Language Therapy, Educational Psychology etc
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are records of children's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Class Teacher / Subject Leader**

Responsible for:

- Checking on the progress of children and identifying, planning and delivering any additional help children may need (eg targeted work, additional support) and letting the SENCO know as necessary.
- Writing Individual Learning Plans (ILP) and sharing and reviewing these with parents/carers at least once each term and planning for the next term.
- Writing Provision Maps and sharing the impact of these interventions with parents through Parents Evening in February and July and the school reports.
- Ensuring that **all staff working with the children in school are helped to deliver the planned work/programme for the child**, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the children they teach with SEND.

### **Headteacher**

Responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- Giving responsibility to the SENCO and class teachers but still being responsible for ensuring that children's needs are met.
- Making sure the Governing Body is kept up to date about any issues relating to SEND.

### **SEND Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Teachers and teaching assistants are encouraged to discuss any concerns about a child with SEND with the SENCO, whether that child is on the SEND register or not. Parents are encouraged to initially raise any concerns regarding their child with the class teacher. The SENCO may also be able to help with planning, differentiation and resources for children with SEND, as well as with the operation of Individual Learning Plans. A cooperative team approach is considered the most effective in helping these children to achieve their potential.

### **3. WORKING WITH PARENTS**

Our aim is to develop a genuine partnership with the parents of children with SEND. Parents will always be consulted before their child is put on the SEND register and an ILP put into operation. The views and experience of parents are invaluable in devising appropriate provision for children with SEND, particularly for those children with the greatest need.

Parents' concerns and opinions should be taken seriously and wherever possible educational jargon should be avoided or explained in order to fully involve them. Systems in place to enhance this partnership with parents include:

- A form for parents to comment on their child's progress at Parents Evenings.
- Parents comments are recorded termly on the ILPs.
- Information on the parent partnership service is readily available on the school website and the parent partnership newsletter is put on the school website termly (see Appendix 2).
- Parents are always consulted before a decision is made to request a statutory assessment and they are offered support from the SENCO throughout this process.
- Parents are encouraged to be actively involved in the Annual Review process for children with an Educational Health Care Plan (EHCP).

### **4. PUPIL PARTICIPATION**

At the heart of the SEND policy is the expectation that pupils with SEND are treated with respect and encouraged to express opinions about their own learning and the provision in place to support them. Wherever possible, programmes are planned to build on pupils' particular learning styles as well as needs. The achievement of pupils with SEND will be valued by frequent positive feedback as well as by public recognition such as reach points, certificates etc...

Class teachers should ascertain the views of a pupil about their learning needs prior to discussion with the SENCO about putting the child on the SEND register. Children will be informed about the nature of the provision and the areas that they will be working on by the class teacher or teaching assistant as soon as the ILP is set up.

The views of children are always recorded as part of a statutory assessment and prior to an Annual Review. Pupils may also be invited to attend some part of the Annual Review meeting as appropriate.

Wherever possible, class teachers should inform pupils prior to assessment by an outside agency as to the professional's role, the nature of the assessment and the intended outcome. How this is done will obviously depend on the age and level of understanding of the child.

A child's opinions about their progress towards their ILP targets will be discussed with them in child-friendly language during the ILP review by their Teacher and Teaching Assistant and recorded on the ILP.

### **5. IDENTIFICATION, ASSESSMENT AND PROVISION**

#### **FOUNDATION STAGE**

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be passed to us from the Early Years setting and the SENCO and the class teacher will use this information to:

- Set up appropriate ILP targets
- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment process to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

## STAGES OF PROVISION

In order to help children who have special educational needs, the school will adopt a graduated response based on SEN Support and Educational Health Care Plan (EHCP) that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The SENCO will record the steps taken to meet the needs of individual children. These records are kept in individual files on T-Drive. If a child is referred for statutory assessment, a record of support already given will be required by the LEA.

## NATURE OF CONCERN

If a teacher has concerns that a child is falling behind their peers in some respect they will be asked to complete a Nature of Concern form and book an appointment with the SENCO to discuss strategies to accelerate the child's learning. The class teacher will then share the concern with the child's parents, who will be asked for their input, and told how their child will be helped by appropriate in-class provision. The Nature of Concern form (Appendix 2) will then be filed with the parents signature on it and the child will be monitored closely through target setting on the class Provision Map.

Sometimes, on the basis of assessment evidence and discussion with parents, a class teacher feels that a monitored child is not learning effectively through the normal differentiated curriculum and booster interventions. It would then be appropriate to discuss with the SENCO whether the child should go on the SEND register for additional support through *SEN Support*.

It is useful for the teacher to bring some of the evidence to the discussion. Particularly helpful are:

- Examples of unaided writing
- National Curriculum objectives working on e.g Year 5
- Any on-going observations and/or assessments
- Results of any standardised tests.

The SENCO and class teacher may decide to seek more information e.g. through the SENCO carrying out an observation, further assessments by the SENCO or the class teacher keeping a behaviour log. The SENCO and class teacher will also use the general guidance below to decide whether the child meets the criteria to be put on the SEND register. Having considered all the information, the class teacher and SENCO may decide the child needs to be put on the SEND register and appropriate targets put in place under *SEN Support*. These will be recorded by the class teacher on either the class provision map or an Individual Learning Plan (ILP) depending on the level of need. The class teacher will keep parents informed of ideas for how they can help their child at parents evenings and through the VLE.

## ASSESSMENT MEASURES IN DECISION MAKING FOR SEND SUPPORT

Decision making for different stages of the Code of Practice is based on an assessment of the pupil's rate of progress in relation to his abilities and needs and the support programmes provided. **We recognise that decisions should not be made simply on measures of achievement provided by standardised test scores or National Curriculum progress.**

The following information is provided as initial guidance as to the general level of attainment that maybe expected from pupils working at SEN Support with high level need and at EHCP level. The table given below has been devised following considerable consultation on criteria used within a range of other local education authorities and taking into account the guidance levels relating to the initiation of a statutory assessment of needs.

### P Levels and National Curriculum Stages for Maths & English

Year	SEN Support	EHCP
1	P Level 6	P5
2	P Level 7	P6
3	P Level 8	P7
4	Y1 Emerging	P8
5	Y2 Emerging	Y1 Emerging
6	Y2 Developing	Y1 Developing

### Foundation Stage Profile

At end of Reception Year

SEN Support	EHCP
Working significantly below the Early Learning Goals & external agency involvement e.g Speech Therapist	Working significantly below the Early Learning Goals, external agency involvement and needing more than 20 hours individual support. At or below the 1 <sup>st</sup> centile in assessments.

### INDIVIDUAL LEARNING PLANS (ILP)

ILPs are written by the Class Teacher with support from the SENCO for children with high level needs at SEN Support and those who have an EHCP. ILPs specify:

- The area(s) which the child and teacher have identified as needing support
- The target(s) towards which the child will be working
- When the targets will be worked on, and with whom
- Date for review
- Outcomes (recorded when the plan is reviewed).

The ILP only records that which is additional to or different from the differentiated curriculum which is in place for all children, although some provision may be grouped or class-based. The ILP usually focuses on three or four targets chosen from the key areas of communication, literacy, mathematics, behaviour and social skills that match the child's needs. The provision is usually time specific. At *SEN Support* the school provides a graduated response up to 20 hours a week individual teaching assistant support to enable the child to access the targets. This time increases up to 32.5 hours per week for children at *EHCP level*. It is the responsibility of Class Teachers to allocate this ILP time and to ensure that children are getting the support specified in the ILP. ILP time is given in addition to a standard allocation of in-class TA support.

Copies of the ILPs are held by the SENCO, class teacher and by the teaching assistants who will be involved in the provision. Copies of ILPs will also be given to the child's parents.

A summary of some of the interventions that may form part of an ILP can be found in Appendix 4.

Provision for children at SEN Support with low level needs is recorded on the class Provision Map which details the provision made for the child, including the staff responsible and the amount of time required (Appendix 5).

## **ILP REVIEWS**

ILPs are reviewed three times a year in the first week back after each half-term in February, June and November. The review will involve the child, class teacher and teaching assistants who work with the child. Parents are invited to make appointments to see the class teacher at these times so that they can be updated on their child's progress towards the targets which have been set and to be involved in setting new targets for them.

ILPs will also be informally reviewed with the SENCO as the need arises, for example if a child achieves their targets quickly or if there are concerns about lack of progress.

Following the Review, the class teacher will produce a new ILP and give copies to the SENCO, the child's parents and the appropriate teaching assistants.

In addition to ILP reviews, a termly staff meeting will consider SEND issues.

## **SEN SUPPORT**

SEN Support will take the form of a four part cycle (Assess – Plan – Do – Review). If the child is making insufficient progress, a decision may be taken at the ILP Review to increase 1:1 provision time or request more support from external services. At SEN Support external support services such as a speech and language therapist, educational psychologist or learning support advisory teacher will usually see the child so that they can advise on new targets and accompanying strategies, provide more specialist assessments or give advice on the new or specialist strategies or materials. Generally, if a child has been seen by a speech and language therapist or occupational therapist they will have a programme to follow in school. Educational Psychologists and learning support advisory teachers usually give ideas for targets and action that can be incorporated into the ILP.

Parents' permission must always be given before any referral to an outside agency.

When a SEND is identified parents/carers will be informed in the first instance by the class teacher before receiving a formal email from the SENCO stating that their child is now on the SEND register and their main category of need.

Children identified as having SEND will be placed on the School's Additional Needs Register. Alongside this will be an information sheet recording the child's area of need, history of support and strategies to support the child in class (Appendix 3).

## **STATUTORY ASSESSMENT**

If a child continues to fail to make progress and has significant learning difficulties, then a request for a statutory assessment of special needs can be made by the school or the parents. The LEA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs any action, resources or arrangements put in place. This will include reviewed ILPs, the year's National Curriculum objectives they are working on, other assessments and any reports from outside agencies.

If the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external services and may call for SEND provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's SEND. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's SEND is such as to require the LEA to determine the child's special educational provision through an Educational, Health, Care Plan (EHCP). An EHCP will include:

- The pupil's name, address and date of birth
- Details of all the pupils special needs
- Identification of the special educational provision necessary to meet the pupil's SEND

- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision.

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents and include targets identified in the EHCP. These targets will be set out in an ILP.

## **ANNUAL REVIEW OF A N EDUCATIONAL HEALTH CARE PLAN**

All EHCPs must be reviewed at least annually with the parent, the pupil, the LEA, the school and professional involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP.

The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The annual review is usually attended by the parents, teaching assistant and SENCO (who has to produce a report of the meeting to disseminate to all participants and to the LEA). Pupils may be invited to some part of the meeting and their views are always elicited prior to the meeting.

The review in Year 6 aims to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENCO from the Secondary School is invited to attend the Y6 review to facilitate an effective and supportive transfer.

## **6. PARTNERSHIP WITH OUTSIDE AGENCIES**

The school works closely with a variety of outside agencies whenever they are able to offer support and advice for a child. These include

- Educational Psychology Service
- Sensory Support Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Services
- School Nurse and Child Development Centre
- Primary Care Mental Health Workers
- Child and Adolescent Mental Health Service
- Social Care
- Psychotherapists

We are also able to refer children to Early Help which is a multi-agency Integrated Services Team for children where there is a complex need requiring more than one specialist agency to be involved.

Inter-agency liaison meetings are held regularly in the locality and attended by the appropriate staff. Class teachers who feel that a child would benefit from a referral to any of the above agencies should talk to the SENCO in the first instance. Parents' permission is always sought before any referral.

## **7. CURRICULUM**

Pupils with SEND will be provided with a broad, balanced, relevant curriculum. The school will, through the cycle of observation, assessment, planning and review make provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the individual child's strengths and weaknesses. A variety of approaches and resources will be employed to maximise the achievement of pupils.



The school will not assume that children's learning difficulties always result solely from problems within the child. We will examine factors such as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

Our aim is full inclusion for all pupils. However, children may be withdrawn for ILP/Provision Map support in order to teach them the skills that will improve their access to the curriculum, and thereby enable them to be properly included. We have high expectations of all children with SEND and aim to develop the whole child (including their communication and social skills and their self-esteem).

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This statutory statement requires a "flexible" approach to planning and makes it clear that:

"The National Curriculum Programmes of study set out what most pupils should be taught at each key stage - but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier key stages so that individual pupils can make progress and show what they can achieve."

## **8. ACCESS**

The school is accessible to disabled pupils and has a disabled toilet.

## **9. TRAINING**

The SENCO, teaching assistants and class teachers are involved in a continuous cycle of professional development in order to improve our ability to work effectively with children with SEND. This includes attendance at day courses and the provision of in-house training. In addition, regular teaching assistant meetings provide the opportunity for on-going training and staff development.

Our aim is to constantly reflect on our practice and be open to new ideas in order to improve the quality of our work.

## **10. TRANSITION**

The school is part of comprehensive transfer arrangements with Shoreham Academy. This includes close liaison with the SENCO. The secondary SENCO and TAs visit the school to meet vulnerable pupils. The Secondary School SENCO is also invited to the Y6 Annual Review for pupils with EHCPs. Shoreham Academy runs a transition support group for vulnerable pupils whether on the SEND register or not.

## **11. ADMISSIONS**

All children have a right to be educated in a mainstream school if their parents request it. All admissions are dealt with by the LEA (See school prospectus).

## **12. COMPLAINTS**

Parents who are dissatisfied with the special educational provision their child is receiving should express their concerns in the first instance to the SENCO or class teacher. If the parents continue to be dissatisfied they should meet with the head teacher who will seek to resolve the parents' concerns through an informal meeting.

If the parents and the head teacher are unable to resolve the complaint, the parents may make a formal complaint to the governing body (see Complaints Policy).

If parents are not satisfied with the outcome of the complaint to the governing body they can make a complaint to the LEA.

Stephanie Barnes

October 2018

## APPENDICES

1. Parent Partnership contact details
2. Nature of Concern Form
3. Information Sheet
4. Interventions used at Shoreham Beach Primary School
5. Provision Map
6. Guidance on Dyslexia and Dyscalculia
7. Waves of Provision/Intervention

Reviewed and adopted by:

Staff Date: 23/9/2016

Governing Body Date:

Date for Review – September 2018

Reviewed and adopted by:

Staff Date: 16/10/2018

Governing Body Date:

Date of review –October 2020

## **Appendix 1: Parent Partnership Contact Details**

### **Parent Partnership Service**

65 Westgate

Chichester

West Sussex

PO19 3RJ

**e-mail:** [parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk)

**Website:** [www.westsussex.gov.uk/parentpartnership](http://www.westsussex.gov.uk/parentpartnership)

**Tel:** 0845 075 1008

**Fax:** 01243 752283

## **Appendix 2: Shoreham Beach Primary Nature of Concern Form**

### **NATURE OF CONCERN FORM**

<b>NAME:</b>	<b>TEST SCORES</b>	<b>SATS</b> KS1
<b>YEAR:</b>		<b>R:</b>
<b>DATE:</b>	<b>SWIST:</b>	<b>W:</b>
		<b>M:</b>

NATURE OF CONCERN (Include your main concerns, parents view, what strategies have been tried so far and how well these have worked or areas you would like support with)

CURRENT SUPPORT: (Include 1:1, small group support and any teaching strategies employed)

ADVICE GIVEN:

### Appendix 3: An Example Information Sheet



## SHOREHAM BEACH PRIMARY SCHOOL

### SEN SUPPORT- INFORMATION SHEET

<b>NAME:</b>	<b>DOB:</b>
<b>YEAR:</b>	<b>UPN:</b>
<b>Area of Need:</b>	<b>Agencies Involved:</b>

SATS KS1	Record in July the year group objectives they are working on and whether they are emerging, developing or secure.					
	1	2	3	4	5	6
R: W: M:						

HISTORY (Inc Strengths):

AREAS OF CONCERN:

•

STRATEGIES FOR CLASSROOM  
MANAGEMENT:

•

SUPPORT:

•

Notes:

**Appendix 4: Interventions Used at Shoreham Beach Primary School**

	KS1	KS2
Numeracy	Number Box	Dyscalculia Toolkit Maths No Problem
Reading	Sound by Sound Floppy Phonics Reading Eggs	Teaching Reading Through Spelling (TRTS) Toe by Toe Stride Ahead Phonics International Language for Thinking Reading for Meaning
Spelling	Phonics International Stareway to Spelling	Phonics International Stareway to Spelling Teaching Reading Through Spelling (TRTS)
Phonological Awareness	Hatcher School Start Programme	Hatcher
Emotional Well Being	Feelings Art Book Talk About Lego Therapy	Feelings Art Book Friendship Programme Building Resilience Programme Lego Therapy

## Appendix 5: A Provision Map Example

Year: 2		Date: May 2018 to October 2018					
Quality teaching strategies: visual timetable, task boards, writing frames, word banks, peer mentoring, grouping for support, reward system, writing frames, word banks, worry box							
Intervention	Group	Frequency Duration Staff	Pupil	Entry Data	Intervention Target	Exit Data	Outcome (Note down reasons why a pupil did not meet their target)
Number Box	1:1	5x10 mins x 6 wks (JB) 1X20mins x 6 wks (JB)			To be able to count in 2s forwards and backwards to 100		
	1:1	1x15 mins x 6 wks (DA)					
	1:1	5x20mins x 6wks (JB) 5x20mins 1:1 x 6 wks (AD)				To be able to read 90% of phase 5 Floppy Phonic reading assessment	
Sound by Sound	1:2	5x10mins x 6 wks (AD)			To be able to form all the letters correctly in their handwriting books		
Tseaudorus Programme Book 4a	1:1	5x 20mins x 6 wks (JB)			To be able to follow a line accurately  To be able to colour between the lines		
Reading	1:1	5 x5 mins x 6 wks (AD) 2x5mins x 6 wks (AD)			To be able to read a Stage 8 ORT book with 95% accuracy		

## **Appendix 6: Guidance on Common Learning Difficulties**

### **Dyslexia and SpLD (Specific Learning Difficulty)**

Dyslexia is a specific learning difficulty that affects the ability to read and spell. About 60% of children with dyslexia also have trouble with the sounds that make up words (Phonological Awareness).

Dyslexia often co-occurs with difficulties with basic maths (especially the order of numbers and multiplication tables), general literacy skills, word interpretation, organisational skills, short term memory, sequencing and information processing.

However, children with dyslexia are often very creative and able in art, design, computing, drama and lateral thinking.

Dyslexia is a complex neurological disorder and affects 10% of the population across all levels of intellectual ability. It tends to affect boys more than girls and often runs in families. It is believed to have a genetic cause.

### **Key characteristics**

A dyslexic pupil may:

- use bizarre spelling and have poor phonological awareness
- frequently lose their place when reading and see blurred or distorted word shapes
- confuse high frequency words such as saw/was
- reverse letters and number digits beyond the age when this is normal
- write words with the correct letters in the wrong order
- write sequences of letters and numbers in reverse
- have difficulty remembering a word and substitute other words instead
- have great difficulty organising themselves and their belongings
- be unable to remember simple sequences such as days of the week
- experience problems following oral instructions
- have poor sense of time and direction
- make frequent errors when copying from the board
- have some coordination difficulties
- have low levels of motivation and self esteem.

### **Support strategies**

You may need to:

- teach syllable count to help learner hear how many syllables are in a word
- teach how to blend syllables
- teach onset and rime to help pupils to discriminate between words aurally
- teach phoneme discrimination to help pupils identify phonemes in words
- teach phoneme blending to help with reading and spelling
- use multi-sensory methods to support learning
- ensure repetition of learning, using word and language games for enjoyment
- make use of coloured overlays and line trackers where necessary
- teach keyboard skills and use of spell checkers
- encourage alternative ways of recording such as writing frames, diagrams, labelled drawings, flow-charts, comic strip stories
- allow the use of a scribe where appropriate especially for copying anything important
- keep oral instructions brief and clear (small-step instructions)
- revise and review previously taught skills at frequent intervals
- raise self esteem with lots of praise and encouragement.



## Dyscalculia

Dyscalculia is a specific learning difficulty involving maths skills. It may be difficulty with counting and calculating, understanding abstract maths concepts or working with numbers and symbols.

### Key Characteristics

Children with dyscalculia may experience difficulty with:

- simple computation
- reading and writing (larger) numbers and translating figures into words (and vice-versa)
- learning multiplication tables
- recognising and understanding symbols
- choosing the appropriate operation for a particular problem
- identifying shapes (especially those presented 'off-centre')
- setting out work correctly (adherence to columns, for example)
- using number lines and counting accurately (and backwards)
- telling the time and working out problems involving time
- doing mental calculations
- working out money calculations
- spotting patterns
- remembering steps in multi-stage processes.

### Support Strategies

You may need to:

- link mathematics to familiar and relevant (practical) contexts
- avoid moving a child onto higher-level tasks before easier levels have been fully understood
- give pupils explicit instruction in strategy and then support their practice
- use a variety of objects, images and models
- encourage children to discuss and explain in order to support the development of their mathematical reasoning
- be on the lookout for misconceptions that may hinder progress and deal with them explicitly
- encourage them to make choices about methods used
- use peer tutoring – a child can often explain in terms more readily accessible to a classmate
- support accurate recording by providing squared paper or prepared formats
- establish a routine of 'estimate – calculate – check'
- display maths terms and symbols on the walls, using particular colours for different operations, eg all blue for subtraction
- take time to explain vocabulary and check understanding
- use number squares with alternate rows shaded for ease of use
- use small numbers to introduce new concepts
- provide time for practise and consolidation at each stage
- allow for the need to over-learn maths concepts and rules
- provide child with a maths zippy bag of resources to use.

Materials available as part of the Springboard intervention may well be useful and the ability to work in a small group, with a slower pace and more time for consolidation, will certainly be beneficial for children with dyscalculia.

## **Appendix 7: Waves of Intervention**