

- The kind of SEN that is provided for:**
The Dyslexia Centre is an enhanced provision within a mainstream comprehensive school. It is a specialist unit funded by the LEA as part of the County's enhanced provision for students with Special Educational Needs. The Centre provides 4 places for students with a Severe and Persistent Literacy Difficulty (Dyslexia). Students have an EHCP which should state SPLD as a primary need but often have additional and more complex needs including Communication and interaction, Cognition and learning, Social, emotional and mental health needs and Sensory and/or physical. Students are fully integrated into the life of the school.
- Policies for identifying students with SEN and assessing their needs:**
The Special Educational Needs and Disability policy is available on the school website. <https://www.mayflowerhigh.essex.sch.uk/policies-and-documentation>
The role of Senco is Mr. Richard Griffiths – Assistant Head Teacher – Inclusion
Head of Dyslexia – Mrs. Carla Thorogood
- Arrangements for consulting parents of students with SPLD and involving them in their child's education:**
All students at Mayflower High School have a parent/ teacher evening once a year at which there is an opportunity to speak to subject teachers. Reports are issued every term. In Y9 there is an options evening with opportunity to discuss personalised GCSE choices with subject teachers and the head of Dyslexia.
Specific to the Dyslexia Centre, there is a termly opportunity for teachers to meet with parents either face to face or by telephone/zoom review meetings. In the autumn term of year 7, parents have an early opportunity to attend a SIP meeting (EHCP implementation meeting).
Annual Review meetings are conducted on the school site for all year groups.
In Y9, Marion Garrett (Preparing for Adulthood Advisor from the Children and Young People with Disabilities Service) is also invited to attend. This Annual Review is a transition review from KS3 to KS4 with a focus on GCSE choices and career opportunities.
In Y10 Marion provides a 1hr consultation giving careers advice, to which parents are invited.
In Y11, Marion also attends a KS4 to KS5 transition meeting.
In Y13, Marion attends the Annual Review meeting.
The student passport is updated 3 times a year and parents have the opportunity to provide their input. Formal parent and family contribution paperwork is sought at each Annual Review.
The Dyslexia Centre is proud to offer an 'open door' policy through which parents can contact the school via telephone or email to arrange a meeting to address a student's needs. At the end of each year the parents are asked to complete a parent questionnaire so that the Centre can gauge responses and act accordingly.
Y6 Transition
Parental involvement is sought as soon as each student is awarded a place at Mayflower High School. The Dyslexia Centre offers opportunities for personalised individual visits and tours. The new intake cohort is also invited in for a group taster lesson during which parents have a meeting with the Head of Dyslexia. Further visits can be arranged by appointment.

Arrangements for consulting young people with SPLD and involving them in their education:

Students are included in their termly reviews. Their views are sought and included in some format at each review meeting. Pupils also contribute to their pupil passports. In Y9/10 students have access to Fast Tomato (<https://www.fasttomato.com/>). Fast Tomato offers career guidance for 12-18-year olds. It offers popular online career guidance programmes for young people, helping students explore the many different career opportunities open to them.

Throughout the years students have access to careers fairs, and timetabled Life Skills lessons. Y10 and Y11 students have an opportunity to choose Work Skills.

Students are encouraged to share any concerns or ideas about their learning/education with Centre Staff.

Arrangements for assessing and reviewing students' progress towards outcomes:

All subjects assess 6 times a year, half termly in addition to and/or including formal end of year assessments.

The Dyslexia Centre strongly supports the use of formative assessment in order to monitor student learning and provide ongoing feedback to staff and students. We believe it helps students identify their strengths and weaknesses and also provides information to the Centre about the areas students are struggling with, so that sufficient support can be put in place.

In Y7, the students undergo a set of baseline assessments in the Dyslexia Centre which are repeated at the end of the year. WRATT 5 reading, WRATT 5 spelling, WRATT 5 comprehension, timed speed of free writing, timed speed of copy writing and timed copy typing, baseline Lexia, Wordshark assessments. They also have Cognitive Ability Tests (CATs) and this data is included on their student passports. WRATT 5 reading and spelling tests are repeated at the end of each academic year or where necessary in time for the Annual Review.

The approach to teaching pupils with SPLD:

All students have access to a broad and balanced curriculum including opportunity to remain for 6th form (subject to relevant CAPS score). Students are part of a tutor group and are fully integrated into the life of the School. The Centre supports students in most of their lessons with shared TA support (1-4). The Centre plays a major role in providing training and resources for the whole staff on dyslexia and associated difficulties.

How adaptations are made to the curriculum and the learning environment of pupils with SPLD:

Students in Y7-8 follow the normal school timetable with support from Centre staff and are withdrawn for 13 lessons across a fortnight to follow a structured, multisensory literacy programme (DALP- Dyslexia Action Learning Programme). They are given help with study/revision skills, memory skills, numeracy and IT skills. The students may be withdrawn in small groups or individually as appropriate. They are withdrawn from English and Languages in Years 7-8. In Y9 students are reintegrated into mainstream English lessons with TA support. In Years 9-11 students continue to be withdrawn from MFL and an individual timetable is drawn up with negotiation of subjects from which they will be withdrawn. In class support is provided as appropriate in other subject areas.

DSU students are expected to take 9 subjects at GCSE (one less than generally expected for Mayflower students). This is to enable them to continue to access DSU support whilst not limiting their access to the whole range of GCSEs.

**Additional support for learning that is available for pupils with SPLD:**

Examination Access Arrangements are provided for students in order to meet their needs. This may mean that they will have entitlement to a reader/scribe, extra time or prompt for external exams. Access arrangement testing is carried out by members of staff who have a CPT3A qualification (Certificate of Psychometric testing Assessment and Access Arrangements) or the APAAC award (Award for Proficiency in Access Arrangements). In Y7-9 TAs are available to act as informal readers and scribes during an end of unit assessment.

TAs are also assigned to subject lessons where they will support the reading, recording and organisation of the students.

All students from Y7 upwards will aim to complete all subject set homework. This is supported by DSU staff and there is an option to attend the daily homework club in the Centre.

**The expertise and training of staff to support pupils with SPLD:**

The Dyslexia Centre teachers (Mrs. C Thorogood and Mrs. S Gard) both hold a Level 7 Post Graduate Certificate in Structured Teaching Intervention for Dyslexia and Literacy. The Dyslexia Centre TAs have also attended the following courses and/or gained qualifications.

Mrs. H Gell:

Communicate - ed course:

Award for Proficiency in Access Arrangements (APAAC)

ECC

Post graduate certificate in Professional Study - Developing Advanced Skills in Learners KS3 & 4

Dyslexia Action

Unit 1 Introduction to Dyslexia

Unit 2 Multisensory Teaching and Learning

Unit 3 Dyslexia: Supporting Individuals with Memory Weaknesses

Developing Spelling Skills in Learners with Dyslexia

Developing Writing Skills in Learners with Dyslexia

Developing Reading Skills in Learners with Dyslexia

Autism courses

Introduction to sensory processing difficulties in children with Autism

Supporting and managing the needs of secondary students with ASD

Patoss

Supporting Students with Dyscalculia - Secondary

JCQ Access Arrangements training for readers, scribes, invigilators and other helpers in exams

JCQ Invigilator training

Mrs. A Scammell:

Open University - Certificate in Supporting Learning in Primary Schools (Cert. SLPS)

Autism Education Trust - Certificate of Attendance, making sense of autism: raising awareness

British Dyslexia Association - Practical Solutions for Dyslexia and Dyspraxia

Dyslexia Action - Dyslexia and Co- occurring Difficulties 2019

Dyslexia Centre staff contribute to whole school CPD training and the Centre has an open-door policy for subject teachers to drop in for help /advice.

In 2021/22 the whole school CPD emphasis was on the teaching of reading across the curriculum and Disciplinary Literacy. For 2022/2023 the focus will be on writing (Maths 2023/24 provisionally)

How the effectiveness of the provision made for pupils with SPLD is evaluated:

- A combination of formative and summative assessment data is used.
- Reading and spelling ages are tracked yearly
- Y11 GCSE grades are compared to GCSE target grades
- Data from - Progress 8/ 4matrix/attainment 8 is considered
- Lexia and Distar and DALP baselines are used and referred back to
- Contact is continued post 16 and parents /students are invited to share information regarding student career choices

Information can be found in the 'Dyslexia Centre Ofsted' folder

Support for improving emotional and social development of students in the Centre

There is a Centre team bonding day early in the autumn term. This is chosen by the Y9 group as part of their summer term projects. Students design questionnaires to ascertain student preferences and make phone calls to get information regarding prices and availability.

The Dyslexia Centre liaises closely with the pastoral team managers.

Each year group has a designated TA who attends form and follows up /advises on any issues that may arise.

Students are supported with their requests to have time out or toilet passes.

There is mentoring programme for students in Y7 to be paired with a student from Y10. And in Y13 to Y11.

Dyslexia Centre TAs are assigned a Y11 student for specific mentoring.

Dyslexia Council meetings are held once a month, chaired by a 6th form student.

External Support Agencies:

It may be necessary for the school to work with outside agencies to secure specialist support. This may include the following services:

- Educational Psychology
- SAS (Statutory Assessment Service),
- EWMHS (Educational Well-being and Mental Health Service)
- Children's Social Care
- School Nurse
- School's counselling service
- Marion Garrett (Preparing for Adulthood Advisor from the Children and Young People with Disabilities Service)