

WA3

What theories influenced your practice in order to improve the learning of two students with similar special educational needs? Critically evaluate and analyse the contribution of these theories and their application to students' learning.

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Historical development of SEN policy

The formal identification of special educational needs that some children possess was first evident in the Education Act of 1944, in which children with such SEN were characterised by medical disabilities. Soon after, the Handicapped Pupils and School Health Service Regulations (MoE, 1945) labelled those students with SEN into one of eleven categories of “handicap”: blind, partially sighted, deaf, partially deaf, delicate, diabetic, educationally subnormal, epileptic, maladjusted, physically handicapped and children with speech defects. The general philosophy at the time was that the child with SEN should be treated in separate schools.

This segregatory and discriminatory approach became increasingly unacceptable and the next reform was with the Warnock Report (1978). This formalized the term, “SEN”, and the idea of “statements” and “integration”. This dictated a considerably more inclusive approach based on shared educational goals regardless of any SEN or disabilities. This led to the revised 1981 Education Act, in which the Warnock framework and guidance was implanted. Approximately 20% of all students would be deemed to have SEN, but 2% would need greater support. This was up to LEAs to identify and provide.

Throughout this period, and into the 90s after the 1993 and 1996 Education Acts, the number of special schools declined and the number of students identified as having SEN increased (Education and Skills Committee, 2005). The major development in the 90s was that led by the Green Paper (1997), which fully supported the UN statement of Special Needs Education 1994, and moved the British education system towards a much more integrated and inclusive format.

The most recent change in SEN policy comes with the arrival of the SEND Code of Practice (2015), in which the major changes are that; SENs are identified and supported as early as possible, the parents/carers have a greater say and influence of the services and provisions they use, and statements are replaced with a 0-25 Education, Health and Care plan (EHC plan).

SEN policy at Faraday Community College¹

The mission statement at my placement school is as follows, *“At Faraday Community College, we are committed to offering an inclusive, broad, balanced, and relevant curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. Every teacher is a teacher of every pupil including those with SEND. Difference in our school is valued.”*

In order to “ensure the best possible progress” for all students, the school outlines a plethora of objectives. I have chosen to focus my attention to the following:

- To identify pupils with special educational needs & disabilities as early as possible.
- To provide a differentiated curriculum appropriate to the individual's needs and ability and wherever possible, to meet those needs in the mainstream classroom.
- To ensure that parents and carers of SEND pupils are kept fully informed of their child's progress and attainment.
- To continually update the training needs of staff with regard to special educational needs and disabilities.

I have selected these four objectives as they not only refer to the statutory Code of Practice (CoP) set out by the SEND 2015 reform, but they also refer to elements of teaching and learning and the teachers' standards. This means I will not only be able to reflect on how the school's SEND policy matches the national policy, but also evaluate the extent to which my own practice meets the needs of the students with SEN further in this assignment.

Before critically exploring whether or not the school meets these objectives, I would like to briefly summarise the structure of the SEND faculty. At FCC, the SENCO is part of the Extended Leadership Team and reports directly to the Assistant Principal of Teaching and Learning. The SENCO is supported immediately by the Standards and Progress SEND Leader and the Teaching and Learning SEND Leader. On a day-to-day basis, pastoral care of all SEND students is managed in collaboration by the SENCO with the Heads of Years. Within each faculty, there are Teaching Assistants who specialise in supporting SEND students. Furthermore, there is a team of Teaching Assistants centrally managed to support particular students with persistent and severe needs, who support the students in most, if not all of their lessons.

The school successfully meets the first objective outlined. When new students are enrolled in Year 7, the majority are identified prior to joining. This is possible due to the strong relationship Faraday has with its “feeder” primary schools. For those students joining from these schools, information is willingly passed on and further advice offered. There is somewhat a problem when there is not a prior relationship with the school the student comes from, as Faraday will then have to proceed to diagnose any SEN themselves or rely on the information of parents/carers. More could be done by perhaps deploying a Teaching Assistant into various feeder schools to build up a relationship with the school and better manage the transition period between their primary school and Faraday.

¹ Henceforth, Faraday Community College (FCC) is used as a pseudonym for the school to protect anonymity.

In meeting the second objective, Faraday recognises that ultimately, it is the subject teacher's responsibility to ensure adequate progress of all students. To support differentiation in the lesson, the SEND faculty provides information on students with SEND electronically via the SIMS software issued to all teachers on their laptops. Where the needs are profound, alternate timetables are also developed to meet the needs of these students too. I will talk more about this in the evaluation to follow later on in this report.

To keep parents and carers regularly updated on the progress of their child, regular phone calls are made by subject teachers and Heads of Years. Form tutors or Heads of Years are the first point of contact for parents or carers with any issue regarding their child, and the SENCO is available for meetings during parents' evenings and more informal meetings to discuss progress too. Occasionally, emails are sent around to all subject teachers for a particular student to gather information on progress and attainment in order to share it later with parents/carers.

In meeting its last highlighted objective of updating the training of staff, I believe the school could do more. Although there is a weekly consultation hour on any SEND related issue, there is no formal training and CPD for subject teachers regarding the specific strategies involved in teaching students with SEND in a mainstream, inclusive manner. Training is more often provided to the Teaching Assistants, who then (in the Science department, where I teach) are deployed for interventions, and not in-class support.

Focussing on dyslexia

The SEN I have decided to focus on for this report is dyslexia. Of all the SEN present in students at Faraday, it is the most common specific learning difficulty (SpLD). Furthermore, I have noticed that of the students who most frequently exhibit poor behaviour and educational disengagement in class, the majority have the SpLD of dyslexia. I wish to focus on dyslexia and the barriers to education it presents in the hope of reducing instances of this poor behaviour in class, and improve the attainment of such students. The link between reading difficulties, specifically dyslexia, and anti-social behaviour and delinquency has been reported in both Healy and Bronner (1936) and Critchley (1968). A more recent report by Dyslexia Action (2005) has gone as far as to report that those with dyslexia are more than twice as likely as the general population to end up in prison. By focusing on this SpLD, I hope to re-engage my students in my Science lessons and ensure that they too do not suffer the same fate as those surveyed in the aforementioned articles.

It is very difficult to find a standardised definition for what dyslexia is. An early definition was that it is a disorder in children who fail to attain the language skills commensurate with their intellectual abilities (Waites, 1968). Most recently, the British Dyslexic Association (BDA) defines dyslexia as a hidden disability, usually hereditary, that "affects the way information is processed, stored and retrieved". This usually manifests itself as a difficulty with letters and words, but can affect memory, time perception, organisation, and sequencing (BDA, 2015). It is widely accepted that dyslexia affects around 10% of the British population, and 4% severely. It also affects more boys than girls (ibid).

Dyslexia research truly started in the late 19th century with the medical hypothesis posited by Dejerine (1892), in that those with "word blindness" and associated reading difficulties were linked to brain dysfunction or an underlying neurological impairment. This idea of a "word blindness" and a medical basis to what we now call dyslexia carried on into the early 20th century further reinforced by publications by Dr Hinshelwood (1917) who characterised reading difficulties arising due to a malfunction of eyesight due to a brain defect. Dyslexia became more prevalent as a term after mid-

1930s, but it was not until the mid-20th century that it was no longer considered to be purely under the jurisdiction of medical research.

With the rise of educational and psychological research, a greater knowledge and understanding of child development and the learning difficulties associated with it was being obtained. The domain of characterising children with the SpLD of dyslexia now became the role of the school, with diagnosis in a more educational environment. This was done by a medical officer at school until the Warnock Report (1978) where this responsibility was fully relayed to educational psychologists and the SENCO.

Since the shift of attention of those with learning difficulties from a medical to an educational environment, I would like to focus now on how the teaching of students with learning difficulties should take place. I will evaluate those techniques used by myself and others I have observed later on in the report, but I would like to briefly talk about the general strategies employed.

The first teaching method developed to help those children with reading difficulties has been attributed to Gillingham and Stillman (1936). Their approach focussed on a more multi-sensory method to engage students visually, aurally, and kinaesthetically. They would teach new words for reading by asking students to say the word out aloud, shown how to spell and write it, and then modelled it using clay. This phonics based approach to introduce words to students is widely used in schools (Gillingham and Stillman, 1997).

An alternative, more controversial strategy was developed by Doman and Delacato in the 60s and was described by Kershner (1968) to have its basis in the ideology that abnormalities in the cerebellum might be responsible for learning difficulties. They believed that by undertaking developmental physical exercises that included crawling, balancing and stretching, students with particular deficits would make up for that they were thought to have missed out on. Lack of scientific basis and reproducibility led it to be heavily criticised, but other similar ideologies remain.

In the UK, Dore (2006) advocates a similar belief that a physical exercise based intervention can remedy the delay in cerebellar development that is believed to cause dyslexia. Bishop (2007) of the University of Oxford discredits this however by showing that there is “no credible evidence of significant gains in literacy associated with this intervention”.

Many modern strategies revolve around the notion that dyslexia is not a deficit, but rather a difference. This philosophy can trace its origin to the seminal text by Gardner (1993) on multiple intelligences; not every child will be competent in linguistic skills. This notion was further supported by empirical anatomical evidence provided by Galaburda's autopsies (1989) in which he found that the right hemisphere (most commonly associated with creativity and visual processing) was more superiorly developed in those diagnosed as dyslexic than those not. This gave credence to Gardner's theory and the Gillingham-Stillman approach to teaching. Further studies by Stahl (2002), West (1997), and Silverman (2002) provide even more supporting evidence that students with dyslexia make significant progress when engaged with more visual tasks.

Pen portraits of Pupils X and Y

The information obtained to paint a portrait of the two students examined in this report is from: informal interviews with the SENCO, parents, and the students themselves; documentation like the pupil passports (example in the appendices); form tutors; teaching assistants within the Science faculty; observations in other lessons; and finally, my own experiences.

Pupil X: Stuart²

Stuart is a male student from a white working class background, and categorised as Pupil Premium, who has just joined Faraday in Year 7. In Science, the subject I teach, he is in set 7sc6. This is the sixth out of eight sets in Year 7. He is in a class with 25 other students, ranging in ability, but skewed towards the lower side of the spectrum. The sets are banded and this one falls into Band B. This means that they only have three lessons of Science a week, instead of the usual four. The lesson that takes its place is Cooking which is still within the Science and Technology faculty. All students at Faraday are banded in Science, and this has the effect of pseudo-personalising individual timetables in accordance to their KS2 data and therefore their entry level.

Stuart entered Faraday not having been diagnosed with dyslexia, but concerns over his reading and writing abilities led the SENCO to have conversations with teachers and his parents. Through these conversations it was agreed to assess him, and diagnose him internally with dyslexia. Usually, students are diagnosed with having a SEN prior to their joining. This is done with a Pre-Admission Questionnaire, as shown in the appendices.

Stuart's experience of primary school was very similar to that at Faraday so far. He has had some small group interventions where they gave him "confidence to work up." This is based on the conversation I had with Stuart on the 24th March 2015. At Faraday, he enjoys being able to work where he is well praised and feels like he is making progress.

In my class, and others (evident from observations and shared records), Stuart has shown that he can get very easily frustrated and angry. In one such observation on 21st March 2015, Stuart and his class were reading in the library, in what the English teacher described as "one of the least pressured environments in school." Even then, when Stuart was asked to pick a book he liked to read quietly, he had an outburst where he refused to read and had to be sent outside to be talked to. This anger and frustration manifests itself more frequently when he is able to interact with other catalysts in the group. In Science, it is for this reason, and his poor interactions with others that lead him to get into trouble.

Behavioural issues are made further evident by analysing the amount of positive Vivo reward points Stuart has been awarded with this academic year so far. In Science, he has only achieved 11, when the average is 26. In terms of data, Stuart is expected to achieve a 4c by the end of this academic year, and the departmental target is actually a 5c.

Pupil Y: Fred³

Fred is from a very similar demographic to Stuart, also a male Pupil Premium student from a white working class background. Fred is in Year 9, in set 9sc8 which is the bottom set in Band B. He shares a class with 14 other students of which only one other is from a similar background; all other students have EAL.

He attends Science lessons four times a week, but is often absent, or in interventions. Recently, he has just stopped going to an external provision for half the week. It was a specialist behavioural support school in the local area. Fred has been creating behavioural issues throughout the school and recently he has become more settled. I believe this is partly due to attending the external

² To protect anonymity, Stuart is used as a pseudonym for the first pupil.

³ To protect anonymity, Fred is used as a pseudonym for the second pupil.

provision, partly due to being off timetable internally for behaviour mentoring, and due to the fact that Year 9 has become more serious with GCSEs starting in many subject areas, including Science.

Fred has been diagnosed with dyslexia prior to joining Faraday and has his own comprehensive Pupil Passport document (in the appendices) in which he has discussed with the school's lead on SEND Standards and Progress how he learns best. In addition I spent some time on the 24th March 2015 talking to both Fred and the SENCO. He too feels that the support he has received from Faraday is very similar to that at primary school. His perception of the support at Faraday is that the school "has done enough" for him.

In my class, Fred finds it difficult to sit in one place and focus on tasks, and needs regular one-to-one attention. However, he thrives on competitive activities and more active, kinaesthetic ones. This is primarily due to his sporting prowess and desire to be a sportsman in the future. For this reason, he states his favourite subjects to be Art and PE. Having observed Fred in other lessons, he seems to work in a better manner when activities are adapted to his preferred learning style. Additionally, there is less of the shouting and walking around when he is in a full class. Being in a class of only 15, I feel that he sees the empty space as an invitation to wander around and occupy it.

In terms of behaviour, I have already explored briefly the continuous issues in the past that Fred has had leading to his alternative provision. In Science, he has attained a total of 15 Vivo points, with the average being 51. This shows the discrepancy between Fred and his peers in the same group. Fred is predicted to attain the highest grade due to his not being an EAL student, however due to his poor historical attendance, behaviour and focus, he will find it difficult to meet the target grade of 5b.

Evaluation of the support provided

In evaluating the support provided to the two students, I will structure the response on: what the students request; what the school provides; what the department provides; and if there is anything that I myself can do in my practice to meet their needs. I have talked about behaviour and general conduct of the two students in the previous section, touching briefly on their target grades. For the evaluation, I will not focus on volatile data collected internally, but more on the effect of the support in class and on their overall attitude to learning.

I have explored the merits of a multi-sensory approach in the Dyslexia in the classroom section, and so the majority of the evaluation will focus on whether or not this approach is satisfied in the educational environment at Faraday. I will not only look at school-wide differentiation to this effect via the observations I made, but also my own practice and departmental interventions.

When asked what would help Stuart in the classroom, he replied with the following:

- Having a laptop to type onto instead of writing on paper
- Sitting away from friends
- Positioned closer to the teacher at the front of the classroom
- Not having to draw diagrams or tables; having them printed, ready for him to stick into his book and annotate or fill in
- Having short, clear instructions
- When presented with worksheets, having a sufficient space to write answers
- Visuals and pictures assist his learning

At first look, many of these strategies could apply to any student. It is hard to distinguish between what support is requested due to Stuart's SpLD, and what is characteristic of any student in that set in Band B.

Fred, on the other hand, was very specific with what sort of support he would like in the lesson. He asked for:

- More active, kinaesthetic lessons
- To be sat in the middle and not diagonally to the board, as he finds it difficult to see
- The presentation (if used) to be printed out in front of him to assist his reading

This information from the students is highly useful, as it will allow me to directly evaluate whether or not the students' needs are met at Faraday or not.

For Stuart, the SEN faculty is not currently in a position where it can lend out a personal laptop to him. There are other students with more profound needs that would get priority for the finite amount of laptops on offer. This is the only supporting item that requires school level help. The others on the list can be done at a departmental or class level.

Stuart is currently sitting far away from his friends in the class, but based on the seating plan, he is sat at the back of the room. He has shown preference for sitting at the front. For this reason, I will be updating the seating plan to take this into account for next term. This should allow Stuart to focus more on the work and be less easily distracted. This would go for all students in a classroom and not just for those with special educational needs. In all lessons, especially Band B groups, I deliver instructions in a clear manner. Although modelling most work with examples, more could be done to ensure there are visual cues and written instructions to go with my verbal ones. One way I can do this is by writing instructions onto a slide to project up whilst I am modelling the activity or experiment. With each step, I could also put an image of the item of apparatus used to ensure there is a relevant visual aspect too. This will ensure a multi-sensory approach to my modelling. In order to make the rest of the resources also conform to this multi-sensory approach, I also need to adapt my presentations to be more visually engaging. By inserting relevant images to the slides, especially for new concepts or keywords, hopefully Stuart will be better able to learn. This strategy will not only assist Stuart, but would be applicable to all other students within the class too. In order to boost Stuart's confidence and promote positive behaviour, I also utilise praise and rewards in the classroom.

Before we move onto the support that Fred as specifically asked for, it should be noted that most of what Stuart has asked for would be applicable to Fred too. Fred has asked to be moved as well in his support requests. I will take his request on board too when updating the seating plan for next term. He has also asked to make lessons more active. This is also evident from the fact that his favourite lessons are Art and PE; two of the most kinaesthetically focussed lessons at school. I can develop activities that are more kinaesthetic, instead of using purely literary ones. Although, I do many experiments with the class, there is always room for more; especially for certain topics, where I do not currently have a repertoire of practicals to implement. To alleviate this, I plan on observing several lessons next term to build on my list of engaging activities. The department is also placing a greater emphasis on increasing the number of experiments done, so there will be additional support present in the faculty to utilise. The final request from Fred is very easy to implement straight away. Every lesson where there is a great deal of work centred on the presentation, I can print out a hard copy of it for Fred to read and/or write on to assist him.

On a departmental level, both Stuart and Fred are recipients of small group interventions. Stuart is removed from my Science lessons for one of the three a week. Fred is removed for one of the four lessons in the week. What usually happens in these interventions is that I would give the standard, differentiated resources for the student to the Teaching Assistant, who would then further differentiate the work using her specialism of working with students with SEN. Stuart has made it clear during my meeting with him that he prefers working in these intervention groups as there are only two other students and he feels as if he is able to make much greater progress. Fred on the other hand has not expressed any such feelings about the interventions. After every such intervention, I would ask the TA for feedback on how the students had performed and progressed. In nearly all of these, the TA would report that there were zero instances of unsuccessful behaviour, the students had completed most of the work really well, and made satisfactory progress. In my experience, this is very contrasting to their attitude to learning when in a class. The aim now is to ensure this positive attitude is transferred to the whole class environment; more conducive to the widely accepted SEND policy of inclusion.

Looking qualitatively, I think Stuart is in a great position at the start of his Faraday academic career, with strong supporting foundations provided for him by the school and the SEN faculty. Through conversations with his parents, the SENCO, TA, and Stuart himself, I feel that I am in a strong place to deliver progress. With Fred it is a lot harder to guarantee the same level of progress, as he has missed a lot of time from mainstream education due to behavioural interventions. Now that he says he has settled back into a routine, I hope that greater progress will be made for the rest of the year, and Fred will be able to achieve his target grade, along with Stuart.

Conclusion

To conclude this report, I would like to focus on two facets; whether the support provided at a school level and at a class level has been effective, and the implications this research and report will have on my future teaching practice.

Faraday has provided a great deal of comprehensive support to both Stuart and Fred. Fred has received support in many forms during his three years so far, including external provisions and 1-to-1 interventions. On top of this, he has received dedicated support from the SENCO and the school behaviour mentor. Stuart has also received personalised support from the SEN faculty. Both students will continue to receive this support for as long as they remain on the SEN list. The school works very closely with parents as well to ensure that conversations are had and relationships cultivated to ensure the best support is provided. Positive conversations also have the effect of boosting student confidence levels in class. Although support is afforded to the student, I think the school could do more to offer support to subject teachers. At the moment, we get general informational factsheets like the one provided in the appendices. There is also a drop in sessions one hour a week for any specific issues or questions. However, by having a more structured training programme for teachers to deal with dyslexia and other common SEN in the classroom, it would not take a research project like this to become more confident in catering to the needs of these students.

Having researched about the historical developments of special educational needs and more specifically, dyslexia, I feel that I am much more confident in dealing with this SpLD. As a subject teacher, my responsibility does not just end at teaching students Science and getting them the best grades in the subject, but it also entails promoting the personal development of students to be able to transform the lives of students in a wider manner. I hope that by undertaking this research project, I am able to improve the confidence of students with SEN and make them more resilient and

prepared for out-of-school life. As a teacher, I wish to understand more about the students' differing backgrounds, but I will not allow that to reduce my expectations of them. I believe that this exercise has allowed me to improve my differentiation and support for the students with dyslexia. This in turn will lead to a greater ability to access the curriculum, an improved attitude to learning, and ultimately, enhanced progress and attainment.

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Appendices

Pre-Admission Questionnaire

Student name

SENCo/Contact Name

Disability/Learning Difficulty

Does your child have any Special Educational Needs? Yes No

Does your child have any medical needs? Yes No

Has your child had any additional help in school? Yes No

Does your child have English as an Additional Language? Yes No

First Language:	
Spoken English	Yes/no
Written English	Yes/no
Reading in English	Yes/no

Has the student had any of the following support? Yes No

- Shared in class yes/no
- 1:1 in class yes/no
- 1:1 specialist teacher support yes/no

If so, for what reason?

- Dyslexia support or Specific Learning Difficulty yes/no
- Speech and language yes/no
- Hearing Impaired Support yes/no
- Visual Impaired Support yes/no
- Autism (ASD) yes/no
- Other (please state) yes/no
- Mobility yes/no
- Personal Care yes/no
- Medication or medical need yes/no

Has your child had support for their exams? Yes No

Extra time	yes/no
Scribe	yes/no
Separate room	yes/no
Enlarged or modified papers	yes/no
Audio tape	yes/no
Laptop	yes/no
Other	yes/no

Is there anything the school staff should be aware of to help your child in school? Yes No

Please give details

Name and title of person completing formdate

Pupil passport example



"Fred"

I am dyslexic which means I sometimes find literacy tasks difficult.

I am able to read things but I may be slower than some of my class friends in lessons.

If I find reading difficult I can switch off and will then start messing around – I then get in trouble with my teachers

I have difficulty in listening to long instructions.

What helps me within lessons?

- I need to sit near the front of the class so that I can see the screen and not get too easily distracted
- I need very structured work to help me learn and make progress
- Short clear instructions and it helps if they are broken down so that I clearly understand what I am doing
- Short pieces of written work are better for me as I can follow what is going on
- If you check that I understand what I am reading and what I have to do
- Allow me if appropriate to use things like post it notes to block unnecessary text
- Provide me with printouts instead of copying from the whiteboard
- Let me have a list of key words spelt correctly so that I can recognise them in written work

Anything else that I think you should know about how to help me

- Staff need to be aware that I have attended a specialist behaviour school part time
- If I miss some of your lessons I can find it hard to catch up
- I have an individualised timetable which means some of my lessons are in small groups or 1:1
- You need to know that I may take longer to process information that I have been given
- Please encourage me to let staff know when I am struggling
- Encourage me to read at home
- If I find reading difficult I switch off and will then start messing around – I then get in trouble with my teachers

<p style="text-align: center;">SEN Information + Advice</p> <p style="text-align: center;">Specific Learning Difficulty- Dyslexia</p>							
Year / Group	Pupil	RA/ CA	SA	Year / Group	Pupil	RA/ CA	SA
<p>Specific Learning Difficulties - Dyslexia - characteristics.</p> <ul style="list-style-type: none"> • Significant difficulty in reading and / or spelling compared to other skills / subjects • Difficulty in blending and segmenting sounds for reading and spelling 				<p style="text-align: center;">Teaching and Learning Strategies</p> <ul style="list-style-type: none"> • Offer tasks to suit the pupil's level of interest and understanding but with support for their underdeveloped reading and spelling skills. • Provide subject specific key words to help with reading and spelling. • Sensitive correct spelling mistakes. • Encourage the use of appropriate dictionaries / spellcheckers. • Assist in the reading of worksheets / texts or provide class "buddy". • Provide assistive technology to support reading of text -e.g. "Read Write Gold" / reading pens • Offer alternative methods of recording work ie spider diagrams / mind maps / ICT / oral / tape. • Offer multi-sensory tasks and teaching styles. • Give clear instructions for completing tasks in both verbal and written form, broken down into manageable sized chunks. • Repeat and reinforce instructions and information regularly. • Question regularly to check understanding / retention of instructions. • Give additional time for the pupil to answer questions both orally and in written form 			

- Weak short term verbal memory eg may forget what has just been said

- Slow processing of spoken and written language

- Use writing frames / prompts to support pupil's organisation of thoughts and completion of work

Learning support input - As and when appropriate to provide;

- Targeted individual / small group support in class to support recording / work on specific programmes/ completion of tasks set.
- Additional opportunities to improve basic literacy skills.
- Assist with the writing of homework in homework diaries.
- Help organise thoughts / answers through encouraging talk
- Help with written answers through encouraging self- help skills eg mind -mapping, bullet points, highlighting etc
- Model and provide opportunities for pupils to practice blending and segmenting regular key words
- Reiterate instructions and encourage engagement
- Focus on developing pupil independence