Eggar's Resourced Provision (SpLD)

Application process for a Resourced Provision Place

1. Parents engage in discussion with Primary School SENCO before the summer term of Year 5.

2. If appropriate the Primary School will submit an application to the County LAPAG Team in the summer term of Year 5.

3. In the following Autumn Term (Y6) the LAPAG team will meet to discuss applications and allocate places.

4. Parents and schools will be notified in the spring term of Year 6.

5. Pupils will take up places at the start of Year 7.

Criteria

County give priority to children who meet the following criteria;

Attainment in literacy – reading accuracy and/or spelling should be at or below the following levels, **but be higher in other areas of the curriculum.**

Reading age (NARA II) and Spelling Age (Vernon Graded Word Spelling V2) falls in 1st centile or give a standardized score of 70 and below.

Year Group	Age	Working at
5	9-10	Level 1
6	10-11	Level 1
7	11-12	Level 1
8	12-13	Level 2
9	13-14	Level 2

Evidence that the **child responds positively** to the provision of appropriate educational support, both in an out of the classroom.

There exists a level of **frustration or anxiety** linked to their identified SpLD.

There will also need to be Clear, recorded evidence of some or all of the following:
(Code of Practice 1994).

• Extreme discrepancies between attainments in different core subjects.

• Attainments in tests and NC assessments which are significantly below the expectations of that child by those who have closely taught and supported the child.

• Clumsiness, significant difficulties of sequencing or visual perception; deficiencies in working memory; or significant delays in language functioning.

• Problems sometimes associated with specific learning difficulties, such as emotional and behavioural difficulties, withdrawn or disruptive behaviour.

The majority of our Resourced Provision students do not have a statement of special educational needs.

Resourced Provision students will have:

• A carefully planned transition to KS3
• TA support in some mainstream lessons.

In KS3

• Pupils will be disapplied from the Modern Foreign language element of the curriculum & instead will have their Individual Needs lessons - 1 to 1 or in small groups.

• They will be entitled to readers & scribes for school assessments & exams where JCQ criteria is met.

• They will have annual monitoring of literacy levels

In KS4

• Pupils will continue to attend The Individual Needs department, unit where they will continue to receive support to develop literacy skills if appropriate and also to keep up to date with coursework & homework.

• They will be assessed for exam access arrangements if appropriate.

• They will continue to have annual monitoring of literacy levels

• There will be a well-planned and supported transition for KS5

Individualised Programme

Pupils with a resourced provision place are formally assessed during the year.

- Each are set a series of SMART targets each half-term.

- An individualised programme is set to develop skills in a number of areas using direct instruction, multisensory, cumulative and sequential learning.

- There is continual assessment for learning and plenty of time is provided for repetition and over-learning.

- Pupils review their targets and contribute to the setting of new targets.

Pupils receive support covering a range of areas, dependent on their need:

- Phonological awareness

- Sequencing

- Word reading (decoding skills and sight vocabulary).

- Spelling

- Reading comprehension- accuracy, fluency, including inference, vocabulary.

- Writing skills; planning strategies, grammar, punctuation, proof-reading.

- Working memory

- Visual perception

- Language skills-understanding expressive and receptive vocabulary.

- IT-Using assistive technology, revisiting /improving touch typing skills.

- Study skills-learning styles and preferences, memory, revision strategies.

- Support for classwork, where appropriate.

Multisensory Programmes

Some of the main programmes we use, according to individual need.

Sound Linkage A structured and cumulative programme to develop phonological awareness skills. Has an initial assessment to determine starting point.

Alpha to Omega A structured programme developing reading and spelling skills. Has an initial assessment to determine starting point. Activities from Wordshark can be used as a consolidation/reinforcement of areas covered in this programme.

Megawords A structured programme developing decoding, spelling and understanding of multisyllabic words.

Beat Dyslexia Worksheet and book based programme for develop literacy skills, including alphabetic order, dictionary skills, handwriting, reading and spelling.

Rapid Reading A graded, progressive reading programme. It includes a pre-assessment and an end of unit test.

Looking and Thinking Inferential programme for the very weak reader to encourage conversation about written content.

Reading and Thinking A comprehension programme develop inference skills

SRA-Structured reading programme develop comprehension, vocabulary and word skills.

Resources

We have lots of fun in Individual Needs and use a variety of resources. Here is a selection of some of the resources we use.

- Whiteboards

- Magnetic and foam letters

- Salt trays

- Shaving foam

- Wiki stix (mouldable sticks used for practising reading/spellings)

- Edith Norrie letter case-multisensory reading and spelling aid (Helen Arkell Dyslexia Centre)


- Reading and spelling sound cards

- SWAP cards –games for a wide range of spelling patterns to reinforce regular reading/spelling work.

- Stacker/chunks-developing ability to segment and blend words.

- Shute games–series of games to develop memory, spelling, time, idioms

- Spatial skills board game, to develop memory skills (visualising images, patterns, sequencing, spatial logic, visual tracking patterns, discrimination)

- Language development board game (verbs, adverbs, nouns, adjectives, conjunctions, proof-reading, prepositions)

- Nessy Fingers-touch typing programme
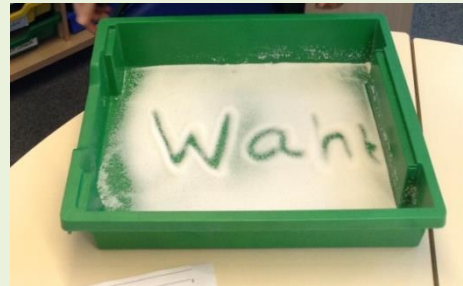
- Ipad-literacy and numeracy games, as well as teaching the use of apps to assist learning.

- Read & Write Gold, version 11. A whole school networked assistive technology programme helping pupils to access and communicate information effectively.