

## How do we identify students with SEND, including dyslexia?

We work closely with our feeder schools so we know the needs of those coming to us. We also screen selected students (according to their English set) on entry so we can see what a young person's needs might be. Classroom teachers have the biggest part to play in letting us know where students seem to be struggling to make progress. We can then liaise with parents to undertake any additional testing or screening, depending on a student's need, to identify the reasons behind lack of progress.

We do not offer assessment and testing for dyslexia here at RUS, as generally the majority of students are identified through screening programmes whilst at lower and middle school. Assessment for dyslexia must be undertaken by a Level 7 qualified specialist assessor - with few schools within Central Beds employing such an assessor. We therefore refer parents who require a specialist assessment to websites such as PATOSS <https://www.patoss-dyslexia.org> who can provide a diagnosis privately. Please note that any such assessment is generally at some cost to parents.

Should a diagnosis of dyslexia be received, it is helpful if the report and any related information is provided to school. Any diagnosis and linked assessments dated within 26 months of an external examination (such as GCSE or A Level exam) **may** allow access arrangements to be granted (subject to strict JCQ regulations by which we are bound).

## We have three levels of support for students with SEND, including dyslexia

Should your child be highlighted as having a difficulty with learning, such as dyslexia or dyslexic traits, then teachers and other staff are informed. High quality teaching and differentiation by subject staff then play an important role in catering for the needs of any such student, in order to achieve the best possible outcomes. A student may also be added to our SEND register, depending on their level of need, as listed below.

**Monitor** - in the past a student may have been listed on the SEND register for a learning need, or a query regarding a possible learning need. This category exists purely to raise awareness with staff, should a student fail to make progress in line with age-related expectations.

**SEND Support** - the school is aware of a learning need that impacts on the progress of your child, despite the best efforts of their subject teachers and high quality teaching that is provided. SEND support is a level of support defined in the SEND Code of Practice. Your child will receive an Individual Education Plan that we will plan, review, write and discuss with you during the school year. You are welcome to contribute towards this and comments are invited. Your child will also receive a SEND profile which outlines to all staff what the child's needs are; how they can best teach them and any additional support that may be in place. SEND Support students may be categorised as stage 1 or stage 2, depending on level of need. **No additional funding is received by the school for the educational provision of these students.**

**EHCP (previously known as a Statement of SEN)** - these students are supported at a very high level, with additional funding from the local authority (Central Bedfordshire Council). They receive support in school, based upon individual need and we work very closely with the young person and their family to achieve the outcomes listed in their EHCP. Parents and carers are invited to the child's Annual Review and asked to provide information for that meeting. These students will get more intense one to one or group support sessions, as directed by their EHCP.

Please note that only students with an EHCP receive targeted support through the provision of teaching assistants in class. However, all adults present within a class will offer additional, more targeted support to any child on the SEND register.

It is highly unlikely that any child with a diagnosis of dyslexia (unless extremely severe and/or in conjunction with an additional learning need) will receive an EHCP.

**Other support provided for dyslexic students may include:-**

- provision of hand-outs and printed material to avoid unnecessary written work and the processing of information that this involves.
- structured teaching, through Independent Learning lessons, (year 10 and 11 only), focussing on the use of graphic organisers to allow students to organise and process information more effectively.
- provision of information on power-points and hand-outs in dyslexic friendly fonts.
- provision of resources & support materials on coloured paper.
- use of coloured overlays - these are also available for purchase at a small cost within the school shop.
- referral to the study club which runs afterschool with support from sixth form students.
- removal from MFL lessons, to be replaced by access to Learning Support lessons, which have an additional literacy and numeracy focus.
- access to targeted online reading programmes (such as Reading Eggs/Reading Eggspress).
- removal from selected lessons and short-term access to targeted literacy programmes in school (such as Lexonix).
- use of 'speech to text' technology as and when appropriate.
- provision of exam access arrangements, provided this has been supported with substantial evidence in line with the JQC regulations.

## **Exam Access arrangements**

Miss Ellis (our SENCO) is our specialist Assessor for exam access arrangements. She works closely with Mrs Mason (our Exams Access Arrangements Officer) and the Exams Officer (Mrs Nunn) to ensure that all students have access to the access arrangements to which they are entitled. We usually make our assessments from mid-way through year 9 onwards, gathering evidence from teachers so we can make an application to the exam boards before any deadline imposed for GCSE exams. We will inform you with details of the outcome, should any access arrangement be granted.