

Additionally Resourced Provision for young people with dyslexia: Langley Secondary School

1. OVERVIEW

1. This centre is for young people with an Education, Health and Care Plan describing dyslexia as their primary need, with co-occurring difficulties and/or associated social, emotional, mental health needs. Co-occurring needs will be with aspects of language, motor coordination, personal organisation, maths and/or attention and concentration. Social, emotional and mental health needs will be linked to academic self-concept, self-esteem and/or general emotional well-being, which is affected by the impact of their dyslexia. The young people, with significant additional support, can succeed in a mainstream environment. Such young people do not meet the threshold for a special school in Solihull, or there is parental preference for a mainstream school. This centre is not intended for short term or emergency placements.

2. RESPONSIBILITIES AND REQUIREMENTS

The Provision is expected:

- to provide a resource base within a mainstream setting
- to ensure that funds delegated to the work of the resource base are used to ensure that the needs of the target group of the pupils are being met through appropriate levels of staffing and support and do not become part of the general school budget for SEND
- to ensure staffing ratios are as in the model agreed with the LA and any permanent changes are in consultation with the LA
- to be responsible for the supervision of staff
- to ensure the Governing Body are fully involved in the development and monitoring of the resource base
- to provide the flexibility to move teachers and teaching assistants depending on the needs of the young people including moving into mainstream when appropriate
- to provide opportunities for young people to integrate with their peers

- group and the flexibility to be able to spend as much time as is required in the resource base to meet the needs of the young people
- to plan flexible styles of organisation within the resource base for example working in small groups, pairs etc.
- **to ensure that staff have appropriate specialist Level 7 qualifications and experience; or are in the process of completing them**

Training and partnership

- ensure relevant, evidence based staff training is provided for both resource base and staff across the school, about the needs of the children and young people
- work in partnership with the local collaborative schools including mainstream, and the SISS Communication and Learning Difficulties Team

The Environment

- the resource base should be fully accessible in accordance with DDA legislation
- have safe and secure internal and external environments
- have access to up to date ICT resources and equipment

Teaching and Learning

- to carry out a full range of assessments to ensure that the child/young person's learning needs are met
- provide access to specialist teaching to meet the specific literacy, numeracy and co-occurring needs of the young person
- ensure the appropriate equipment is provided within the resource base. This should include: ICT facilities; Specialist writing equipment; Lockers for pupils belongings; Visual information;
- incorporate a range of teaching and learning strategies which have been shown to be effective for children and young people with dyslexia and for which there is an evidence base

Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for secondary aged young people with dyslexia: Langley Secondary School

1. Provision

In line with this Service Level Agreement and the Local Offer, Langley Secondary School ARP will provide:

- This provision is for a maximum of 33 pupils across Key Stage 3 and Key Stage 4, with 6 pupils in each year group.
- Staffing will be a minimum of two teachers and 4 teaching assistants, as agreed within the model designed between school and LA, which will be reviewed annually.
- Pupils will be admitted on the roll of the Secondary School.
- The day-to-day running of the provision is the responsibility of the Head Teacher.
- Pupils will access mainstream classes as appropriate to their needs.
- Pupils will be placed by the local authority from Year 7. New pupils will be placed in the provision in higher year groups where there are spaces, they meet the ARP criteria and placement is agreed through a mid-year Panel.
- Langley Secondary School and ARP will provide a socially, emotionally and academically supportive environment which fully involves parents in their child's learning, including wider outcomes.
- In year 7 pupils will access 70% of their lessons within a small group in the ARP. Sessions will focus on English, maths, humanities and targeted specialist support. This will reduce over Key Stage 3 to 60% in year 8 and 40% in year 9.
- The ARP aims to develop independent learning skills so that pupils can fully access the mainstream Key Stage 4 curriculum. In KS4 support for pupils will be in-class TA support, where required, and additional study skills sessions.
- Pupils will be appropriately supported according to their needs throughout the whole school day including breaks and lunchtimes.

2. Entry Criteria

- The placing authority is Solihull MBC. The young person will have dyslexia identified by appropriately qualified specialists.
- The young person will have an Education, Health and Care Plan with dyslexia as a primary need.
- The young person requires substantial adult and academic support.
- The young person has potential to benefit from access to a differentiated mainstream curriculum and function with the peer group available. The expectation is that the child will work towards achieving 100% of their timetable working within a mainstream classroom.
- The young person requires some aspects of the curriculum to be taught in a small group within the resource class area and to have access to specialist dyslexia programmes.
- All possible school based literacy and numeracy interventions will have been explored (as outlined in Solihull LA's SpLD- dyslexia Policy and Banding document).
- Interventions recommended by external specialists in SpLD will have been used and despite these, the pupil shows little or no progress, or intensive support is required to ensure progress.
- A LA SpLD Specialist teacher and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision for the secondary phase of their education at the young person's Year 5 annual review meeting
- Langley ARP will have been the parental choice of provision for secondary placement. The required evidence will be submitted before the end of September, with the ARP application form, by the primary school to the START Team to support the parental request for placement at Langley ARP.

3. Required evidence

The following evidence MUST accompany the standard application form for additionally resourced provision

- An Education and Health Care Plan which identifies dyslexia as the young person's primary needs with co-occurring difficulties and/ or associated SEMH needs.
- Evidence of partnership work with parents and the outcomes of this.
- Evidence of involvement of Support Services and professionals including SpLD Specialist Teachers and/or Educational Psychology, this must include written evidence from these professionals.
- Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these.
- Evidence of progress made by the pupil and current levels of attainment.
- The pupil's perception of their own strengths and what they would like support with.

4. Admissions process

- The local authority is the placing authority. All applications for a place must be made through the process set out in this document.
- Applications must be made using the application form for Dyslexia ARP provision. It must be accompanied by evidence set out in section 3 above. The application must have been discussed with parents and be signed by them indicating consent. The application must be sent to the START Team manager, 0-25 SEND Service, Elmwood Place, 37 Burton Way, Chelmsley Wood, B36 OUG.
- The application will be considered by the LA at a dedicated secondary placement admissions panel held in November of the autumn term. **Panel dates and dates for applications to be received by**, will be circulated at the end of the summer term for the next academic year by the START Team. Papers will be circulated **at least three weeks** prior to the Panel to all Panel members.
- The Panel will be chaired by the START Team Manager and attended by the Head Teacher and/or one other school representative,

representatives from the Specialist Inclusion Support Service (SISS) and an Educational Psychologist.

- The Panel will consider available places, whether the entry criteria for the provision are met, needs of other pupils attending the ARP and decide on the placement.
- Following agreement, a transition package will be determined between the team around the child to ensure successful transition into the secondary ARP.
- Where, following a midyear review meeting the team around a young person advise that a change in provision is required to meet a young person's needs and an ARP place is advised for consideration, a midyear Panel will be called by the START Team. The process followed will be the same as the process for annual Panel meetings.

5. Exit criteria

- Generally, pupils will remain in the provision for the whole of their Key Stage 3 and 4 education with the aim that inclusion in the mainstream increases throughout this time. For a small minority of pupils it may be appropriate to transfer to a more specialist provision.

6. Exit process

- Through the on-going regular process of review, the school will identify when the pupil meets the criteria to transfer from the provision. A meeting will be held with the local authority, parents/carers and relevant professionals to discuss this. Once future placement is identified, normal transfer procedures will be followed. For pupils transferring from secondary to tertiary education a review meeting should be held no later than the Autumn term of Year 11 to ensure appropriate placement at Key Stage 5 can be made

7. Expected outcomes and impact

- The school will have high expectations for all pupils attending the ARP, setting challenging targets to enable them to make expected or better progress from their starting points. All pupils should make at least expected academic progress overall from their starting points.
- Progress and attainment of children will be monitored through:
 - The school's data tracking, including the use of assessment and monitoring tools appropriate to the pupil's learning profile. This should also include use of standardised testing for reading, spelling and maths.
 - Termly planning and review meetings and through Annual Reviews.
 - Reports generated by other agencies involved with the young person.
 - Targets for inclusion within mainstream lessons to be set and reviewed regularly to ensure that each pupil makes appropriate individual progress.
 - Wider outcomes, including measures of self-concept/ self-esteem, inclusion in the whole life of the school and outcomes identified by pupils.
 - For all pupils there is evidence of Pupil Voice/Engagement that demonstrates that their views are sought, listened to and acted upon
 - All pupils to have an emotional wellbeing assessment upon entry to the ARP with a positive action plan created and then reviewed regularly. This will measure the ARP's impact upon the individual emotional wellbeing of its pupils
 - 90% satisfaction rate from parents, assessed through on-going evaluation and survey results in the summer term and on an annual basis thereafter

- The LA Lead SEND Specialist, SISS Team Manager, will collaborate with the Head Teacher to review the performance of the ARP on an annual basis

8. Support and Monitoring

- The LA will provide support and challenge for the ARP through the SISS Service and termly half day visits.
- The focus of the LA visits will be on, staff training, pupil specific strategies and will be determined through discussion with the ARP manager and the Assistant Head Teacher.
- The ARP school and LA will follow the processes and protocols as set out and agreed through this SLA. All activity will be recorded as it is agreed.
- A report on performance and pupil progress for pupils attending the ARP will be provided to the LA Lead SEND Specialist and START Team Manager, on an annual basis.

9. Quality assurance

- The Head Teacher will:
 - Ensure that staff in the ARP have appropriate qualifications and maintain their on-going professional development.
 - Ensure staff have continued access to training and professional development and that this relates to the development of the ARP

10. Governor responsibilities

- The Head Teacher and governing body will work in collaboration with the LA Lead Officer in ensuring service delivery and intended outcomes are achieved.
- Ensure staff participate in multi-agency meetings as appropriate (e.g. EHC Plan, Team Around the Child).
- Demonstrate that the needs of young people accessing ARP support are met and progress is being made.
- Report on an annual basis showing how ARP funding has been used.

- Request a report from the ARP Manager/Teacher in Charge to Governors on a termly basis. A detailed written report should be produced annually.

11. Solihull Council Children's Services will

- Fund up to 30 places across NC year groups 7 - 11
- Work collaboratively with the ARP school and appropriate external agencies
- Support appropriate training opportunities for designated staff within the ARP School
- Monitor the progress and outcomes for the children attending the ARP
- Support ARP resourced schools through termly ARP network meetings
- Manage admissions and exit criteria to and from the ARP, in line with the SLA
- Monitor outreach requests/provision

Application for placement at Additionally Resourced Provision for pupils with dyslexia

Pupil Name: _____ **Date of**

birth: _____

School: _____

The following evidence must accompany the standard application form for additional resourced provisions in Solihull	Evidence Provided (please indicate Yes /No)	
Written evidence of dyslexia identified by an appropriately qualified professional. <i>Copy of assessment reports</i>	Yes	No
Written evidence of an Education, Health and Care Plan with physical disability as the primary need. <i>Copy of EHC plan</i>	Yes	No
Written evidence of co-occurring needs including any associated SEMH needs. <i>Copy of assessment reports/ evidence within EHCP</i>	Yes	No
Evidence of involvement of Support Services and professional including SpLD specialist teachers and/or EPs. Written evidence that substantial adult and academic support is required in addition to small, group targeted interventions from a specialist teacher to ensure good progress is made. <i>e.g. Specialist teacher/EP reports and recommendations</i>	Yes	No
Evidence of partnership work with parents and the outcomes of this. Parents views supporting the Annual	Yes	No

<p>Reviews process and Review meetings for target setting/ Needs Based Plans.</p> <p><i>Formats personal to schools, but it is essential review notes are sent from review meeting and that within these notes agreement that additionally resourced provision is recommended to meet the child's needs.</i></p>		
<p>Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these. To include Provision Mapping and target setting, schools.</p> <p><i>Formats personal to schools. Essential to include a personalised timetable to indicate provision across a week and time spent in and out of the classroom.</i></p>	Yes	No
<p>Evidence of progress made by the pupil and current levels of attainment.</p> <p><i>Formats personal to schools</i></p>	Yes	No
<p>The pupil's perception of their own strengths and what they would like support with. To include a pupil profile.</p> <p><i>Formats personal to schools</i></p>	Yes	No

Referrer: _____

Date: _____

NB: If this form is not fully completed or the evidence does not provide enough information to enable the panel to make a decision it will be returned. You can re-submit this application for a future panel with the necessary information.