

# **Secondary resourced provision for children with specific learning difficulties (dyslexia)**

Admission criteria and procedures

Children's Services Department  
SEN Service  
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## **Educational provision for specific learning difficulties (dyslexia) in Hampshire's mainstream secondary schools**

### **All Hampshire secondary schools provide:**

- access to literacy (and numeracy) programmes which are designed to meet pupils' individual needs and which can be practised and supported across the curriculum
- access to ongoing review and assessment procedures
- access to appropriate IT hardware and software with proven efficacy for pupils with Specific Learning Difficulties
- teachers and support staff with expertise in meeting the needs of pupils with specific learning difficulties (SpLD), including bespoke interventions, High Quality Intensive Teaching and the Inclusion Development Programme (IDP) resources.

### **In addition secondary schools with resourced SpLD provision provide:**

- access to highly skilled specialist teaching and in-class support
- access to a peer group experiencing similar difficulties, so there is shared understanding and emotional support
- an environment in which the emotional impact of the SpLD is recognised and managed
- access to a wide range of appropriate learning resources including ICT.

During Key Stage 3 pupils allocated resourced places are expected to be provided with a minimum of two hours per week teaching support, either individually or in a very small group, from a teacher with specialist qualifications relating to the education of dyslexic pupils. Additional support is also available from teaching assistants, either in a withdrawal situation or within the classroom, to enable the pupil to access the curriculum. This balance of provision may change during Key Stage 4.

The resourced provisions for children with SpLD are available in the document *Provision in Hampshire for children and young people with Education, Health and Care (EHC) plans* at <http://documents.hants.gov.uk/childrens-services/sen-provision-in-hampshire.pdf>

### **Management and staffing**

The headteacher and governing body of the school are responsible for spending the budget allocated by Hampshire County Council for the resourced provision. However, a qualified teacher within the school will need to be designated as the resource manager or teacher in charge.

It is a requirement that all teaching and non-teaching staff employed to work in the resourced provision and the resource manager/teacher in charge have appropriate expertise, experience and training (preferably including an accredited qualification, for example at least level 5 certificate in SpLD) in working with children who have special educational needs, especially in the field of specific learning difficulties. All staff should have a commitment to continued professional development. Representatives from Hampshire Inclusion Advisory Service (HIAS) and Hampshire Educational Psychology (HEP) with lead responsibility for specific learning difficulties will be able to offer advice

on this and are also able to offer advice and support concerning recruitment of staff for the resourced provision.

All additional members of the school staff should receive awareness raising training; whole school awareness is necessary because of the emphasis on mainstream inclusion for children admitted to the resourced provision.

It is recommended that **minimum** staffing levels should be:

- . 1 full-time teacher with management responsibility for the special provision.
- . 3 full-time equivalent learning support assistants : 18 children

## **Secondary resourced provision for children with specific learning difficulties (dyslexia)**

### **Admission criteria**

1. The child/ young person must be in receipt of an Education Health Care (EHC) plan where Dyslexia is the prime area of need.
2. There is evidence that the child responds positively to the provision of appropriate additional support both in and out of the classroom setting.
3. There exists a level of frustration or anxiety which is linked to their identified SpLD and is manifest primarily in the classroom environment.
4. There is evidence that the child/ young person requires a higher level of supplemental specialist support than is generally available within a mainstream school.

### **Admission procedures**

The needs of most children described as having specific learning difficulties (dyslexia) can be met within the normal mainstream setting. Those with the most severe and persistent needs may require the special facilities, expertise and equipment provided in a resourced secondary school.

**Admission to a resourced secondary school is via Hampshire County Council's SEN Service, and NOT through approaches by individuals direct to the school.** A specialist County Assessment and Placement Advisory Group (CAPAG) will be convened in the Autumn term and will include a specialist SEN Inspector/Adviser and the Educational Psychologist with the county lead for specific learning difficulties. This CAPAG meeting will consider Year 6/7 transfers as well as any other outstanding referrals and will recommend a prioritised list of pupils from those referred, having regard to the admissions criteria. The Education Officer (SEN) for the relevant geographical area will then agree places on the basis of the CAPAG recommendations.

Where there are vacant places available, referrals will be considered mid year by the relevant Education Officer (SEN) having regard to the agreed criteria.

### **Exit procedures from mainstream resourced provision**

Children's needs do change. Proper use of specialist places is essential in supporting success and preparing children for transfer to the next phase of education. Schools with resourced provision have a responsibility to ensure that places are not being filled by children, who still have special educational needs, but no longer require the high level of

specific support available from the specialist provision. Any change in provision would follow a recommendation at a review of the child/ young person's EHC plan.

The child will have:

- shown consistent improvements over time
- spent the majority of the time successfully integrated into a mainstream environment and become less dependent on specialist support
- shown evidence of good social skills and peer relationships.

### **Post 16 Transition**

For those young people requiring continuation of an EHC plan beyond Year 11 there should be a detailed transition plan with clear communication about the young person's special educational needs and requirements.

Representatives from local colleges identified for the young person, must be invited to the annual review in Years 10/ 11 in order to adequately prepare for the transfer.

### **Further information**

A list of resourced provisions in Hampshire for children and young people with SpLD

- Please refer to the document *Provision in Hampshire for children and young people with EHC plans* available online at <http://documents.hants.gov.uk/childrens-services/sen-provision-in-hampshire.pdf> or go to the Local Offer at <https://fish.hants.gov.uk/localoffer>

Hampshire County Council SEN Criteria documents are available at [www.hants.gov.uk/sencriteria](http://www.hants.gov.uk/sencriteria)

Inclusion Development Programme (IDP): Dyslexia and speech, language and communication needs, DfE, [www.idponline.org.uk](http://www.idponline.org.uk)

SEND Code of Practice: 0-25 years, DfE, 2015 available at [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Schools: guide to the 0 to 25 years SEND Code of Practice, DfE, available at [www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings](http://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings)

What works for children with literacy difficulties? Greg Brooks, (5<sup>th</sup> Edition, 2016), The Dyslexia-SpLD Trust, available to download at [www.interventionsforliteracy.org.uk](http://www.interventionsforliteracy.org.uk)

What works for children with mathematical difficulties? Ann Dowker, University of Oxford, DfE available to download at <http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/node/174504>

If you would like more information please contact the SEN Service, email [enquiries.sen@hants.gov.uk](mailto:enquiries.sen@hants.gov.uk).