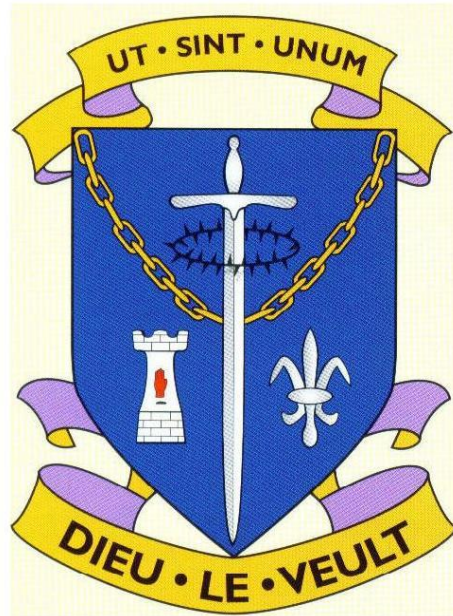


St Louis Grammar School Kilkeel



Special Education Needs Policy

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ST. LOUIS GRAMMAR SCHOOL

Special Educational Needs Policy

1. Introduction

St Louis is an inclusive school for boys and girls, whose aim is to provide opportunities for all students, enabling them to develop their talents and skills so they can realise their full potential, academically socially and personally.

The school recognises that some pupils admitted to the school may have SEN.

We are committed to working in partnership with our parents to ensure that all pupils achieve their full academic potential. We value parental involvement and contribution to all aspects of the Special Educational Needs Procedure.

2. Definition of Special Needs and Disability and Inclusion

Definition of SEN

“Special Educational Need” is defined as “*a learning difficulty, which calls for special educational provision to be made*”

A child has a *learning difficulty* if he/she has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which either prevents or hinders him/her from making use of educational facilities generally provided for children of his age in ordinary schools. (CoP Par. 1.4)

Definition of Disability

“Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.” Part 1 of Disability Discrimination Act 1995

Key Principles of Inclusion

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'. Removing Barriers to Achievement (2004)

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as; Positive Behaviour, Child Protection, Health and Safety and Medical Needs. It also links with our policies for pupils with Additional Needs such as Gifted and Talented or English as a Second Language.

For example

- A pupil may be Gifted or Talented in one area yet have communication difficulties/Autistic Spectrum Disorder
- A pupil may have English as an Additional Language but also have a Specific Literacy Difficulty.
- A pupil may have a medical need which has an impact on their learning.

3. Policy Aims/Objectives

1. To identify pupils with SEN/Disability as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
3. To ensure that all pupils with SEN/Disability feel valued. To offer curricular, pastoral and extra-curricular opportunities that allows pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
4. To offer a broad curriculum which will promote intellectual, emotional, social and physical progress in order that pupils can develop as valuable members of society both now and in the future.
5. To encourage parental involvement in all aspects of SEN provision. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account. The support of parents and pupils is crucial if an Education Plan/Personal Learning Plan (EP/PLP) is to be effectively implemented.
6. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SENs.
7. To educate pupils with SEN/Disability wherever possible, alongside their peers and within the context of a grammar school and within the limits of the resources available.
8. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
9. To motivate, encourage and develop the interests of pupils with SENs in their education
10. To support staff in developing a range of teaching strategies that accommodate different learning styles and promote effective learning.
11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
12. To meet the needs of all pupils who have SEN/Disability by offering appropriate forms of educational provision within the confines of available resources.
13. To promote collaboration amongst teachers in the implementation of the SEN policy.
14. To work closely with all EA departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.

4. The Code of Practice

The school will apply the new revised 3-stage approach cited in the *Draft Code of Practice* for identification of pupils having learning difficulties, the assessment of their special educational needs and the making of appropriate special educational provision deemed necessary to meet these needs. The SEN policy is informed by the Special Educational Needs Disability Act (NI) 2016 (The SEND Act), SEN Regulations and the *Draft SEN Code of Practice*.

5. Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to Mrs Ciara Rogers. Miss Aine Murphy, the Learning Support Teacher is also appointed Assistant SENCO.

Board of Governors

In 'Every School a Good School' (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The following section provides an overview of Governor's responsibilities from this document as highlighted in the **SEN Framework: *Draft Code of Practice, Section 2.34***

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. The Board of Governors has a statutory duty to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- Maintain and operate a policy on SEN;
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching.

Principal (SEN Framework, *Draft Code of Practice, Section 2.43*)

The Principal should:

- Keep the Board of Governors informed about SEN issues
- Work in close partnership with the SENCO
- Provide training for all staff
- Liaise with parents and external agencies as required
- Delegate and monitor the SEN budget
- Provide a secure facility for the storage of records relating to Special Educational Needs

SENCO

- Has responsibility for the day-to day operation of the school's SEN policy.
- Co-ordinates SEN/disability provision.
- Maintains the SEN/disability register, with records on pupils with special educational needs/disability;
- Liaises with parents of children with special educational needs/disability;
- Responds to requests for advice from other teachers;
- Ensures that all children have a EP/PLP prepared and implemented, working closely with, advising and guiding teaching staff, as appropriate, on the creation, monitoring and review of the PLPs.
- Liaises with external agencies and feeder schools.
- Establishes the SEN in-service requirements for staff, and contributes as appropriate to their training.
- Assesses students for Access Arrangements and provides evidence for the Examination officer where appropriate.

Teachers

All staff share the responsibility for pupils with SEN/disability.

It is the duty of all teachers to work closely with the SENCO to ensure the early identification of pupils with SEN/disability. Teachers are responsible for:

- Meeting the needs of children in their class
- Presenting material appropriate to the pupil's age, maturity, learning need/disability
- Identifying barriers to learning
- Setting subject specific targets
- Completing Individual Education Plans (IEPs/PLPs) to include teaching strategies and monitoring and review
- Reviewing IEP/PLP and suggest new targets
- Collecting evidence of achievement of targets
- Directing classroom assistants on a daily basis
- Liaising with the SENCO to meet the needs of the pupil's
- Using the Good Practice Guidelines to inform teaching and learning

Year Head

- Sets and review behaviour targets
- Meets with the SENCO to discuss progress with targets
- Supports tutors and HoDs

Heads of Department

- Ensure that all teachers within a department implement IEP's fully.
- Ensure new members of department are familiar with the SEN Policy
- Ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils
- Support subject teachers to enable them to provide an appropriate and differentiated curriculum
- Discuss issues with subject teachers through departmental meetings and forward minutes to SENCO when appropriate

Examinations Officer

- Organise Access Arrangements for students with Special Educational Needs
- Communicate with Examination Boards
- Keep evidence of need and provision on file

Classroom Assistant/General Assistant

- Meet regularly with the SENCO to review progress
- Work in partnership with the teacher
- Fully involved in children's provision, monitoring and reviews under direction of the teacher
- Look for positives by talking to the child about his/her strengths
- Provide practical support
- Listen to the child/speak to staff on the child's behalf
- Explain boundaries and operate these consistently and fairly
- Keep records and attend meetings and share good practice

Pupils

'The child should, where possible, according to age maturity and capability, participate in all the decision making processes which occur in education.'

(Supplement to the Code of Practice – pars 1.19) Pupils with SEN are encouraged to:

- Become fully involved in their learning
- Take responsibility for learning
- Celebrate their success and achievements

Key decisions for a particular pupil might include:

- Contributing to education plans through setting targets
- Working towards achieving agreed targets and Contributing to the review of Eps/PLPs, Annual Reviews and the Transition process

Parent/Carer

"It is very important that parents have a close partnership with the school as the relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and the effectiveness of any school action." (2.37 Draft Code of Practice).

It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child's entry to the school.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need. Parents should be invited as necessary to:

- Meet with staff to discuss their child's needs
- Attend review meetings

- Inform staff of changes in circumstances
- Support targets on Eps/PLPs

6. Admissions

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with the school's general arrangements for all other pupils. Children with statements of special educational needs are placed in schools at the request of the Education Authority. When seeking to place a pupil with a statement, the Board will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement. This is in line with SEND legislation.

7. Identification Assessment and Review

'It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.' *(Code of Practice 1998 paragraph 2.14)*

'Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness'
(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)

All staff are responsible of the identification of pupils with SEN through professional judgement, testing, information gleaned from parents, previous teachers etc.

Teachers may report a concern by using the Record of Concern form **(see Appendix 1)**.

Individual Education Plans (IEP's) will be drawn to address the needs of the pupil

IEP's will run in two cycles. Cycle one will start by the end of September and be reviewed in January/February. Cycle two will start in February and be reviewed in June.

Reviews of EP's focus on educational outcomes and inform future planning. At this point there may be movement up or down through the stages of the Code of Practice.

In St Louis Grammar School, the following may be used to identify pupils' needs:

- Whole school assessment (eg: CAT/PIE/PIM)
- Information from transferring school
- Parental information
- Teacher observation
- Class tests/school examinations
- Standardised tests
- Diagnostic Assessments
- Key Stage Assessments
- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children

- EP Reviews
- Annual Reviews

This list is not exhaustive

The Management of SEN Pupils

In St Louis Grammar School, we follow the three stage approach as set out in SEN Framework and *Draft Code of Practice (20XX)*.

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1 and 2.

This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

Stage 1 – School Delivered Special Educational Provision

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's SENs and should inform the SENCO and the Principal and consult the child's parents. In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN.
- Provide or arrange special help within the normal curriculum framework, such as increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date and
- Monitor and review progress and report back to SENCO.

The SENCO should:

- Ensure that parents are consulted and together agree that the child's name is included in the school's SEN register.
- Help the class teacher gather information and assess the child's needs.
- Prepare an IEP/PLP to reflect the SEN category (or categories) and provision being made
- Advise and support the class teacher.

Stage 1 Review

Parents will always be informed of proposed action and any review date. Having considered review outcomes, the SENCO will decide whether to remove pupil's name from the register, keep the pupil at Stage 1 or move the child to Stage 2.

Stage 2 – School Delivered Special Educational Provision plus External Special Educational Provision

Stage 2 begins with a decision either at Stage 1 review or following discussions between the SENCO, Principal, teachers and parents, that early intervention with external support is necessary.

At this stage the SENCO takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

The SENCO, working with the class teacher, and with the help of the external support services, should ensure that a Stage 2 Education Plan/PLP is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of ICT. The Education Plan should set out revised strategies for supporting the child's progress and arrangements for monitoring and review. It should be implemented, as far as possible, within the everyday classroom setting. The SENCO should ensure close liaison with the child's teacher. Parents should always be kept informed and the child should be involved as far as possible.

At Stage 2 of the Code of Practice the SENCO and class teacher should consider potential benefits of:

- The Good Practice Guidelines.
- SEN Resource File
- Encouraging inclusive activities to ensure integration of the pupil.
- Differentiated teaching.
- SEN resources available within school; support programmes, ICT, etc.
- Available staff skills which support pupils with SEN.
- Implementation of any provision/strategies as a result of external advice, support and training provided by relevant EA/other services.

Review of the Stage 2 Education Plan

The review of the Stage 2 Education Plan should normally be conducted by the SENCO, in consultation with the class teacher and where possible, parents and child. Relevant external support services may also be present, particularly if the child's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

- If intervention remains appropriate the child will remain at Stage 2 for a further period of time
- If the progress has been satisfactory and intervention is no longer required, the SENCO, following consultation, may agree that the child no longer needs external support at Stage 2 and may decide to move the child back to Stage 1 and action appropriate to that stage will be taken.
- If the relevant and purposeful measures at Stage 2 have not resulted in adequate progress, following consultation with the SENCO, teacher, external support services and parents, the Principal may request a Statutory Assessment. Stage 2 includes the statutory assessment process by the EA. It should be noted that a request of this kind will not always result in Statutory Assessment nor will a Statutory Assessment always lead to a Statement of SEN.

In reaching a suitable decision, the EA will consider:

- The degree of the child's difficulty
- The nature of the provision required
- Whether the child's needs can reasonably be met by the resources normally available to the school and
- Use the EA Provisional Criteria for Statutory Assessment.

Following Statutory Assessment

The EA will either:

Make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision.

or:

Provide a Note in Lieu of a Statement.

- A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.
- A Note in Lieu of a Statement sets out the reasons for the EA's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Stage 3

Once the statement has been made final:

- Provision and /or support will be arranged to meet the child's needs.
- The SENCO ensures that a Stage 3 Education Plan/PLP is drawn up, implemented, monitored and reviewed
- The Annual Review and Transition processes will take place.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress.

The Annual Review will:

- Gauge the child's progress towards meeting the objectives specified in the statement.
- Review the special provision made for the child, including placement.
- Consider the appropriateness of maintaining the Statement of SENs.

Relevant school staff will undertake the Review on behalf of the EA.

The Review will take place in school, chaired by the SENCO.

The child will continue at Stage 3 until such time as the EA determines to cease to maintain the Statement. Should the EA determine the child no longer requires a Statement the child will revert to Stage 2 or Stage 1 on the direction of the EA, as appropriate.

Exceptional Cases

In most cases, transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that, with multi-professional and parental agreement, a move to a higher stage of need is necessary immediately.

8. Record Keeping

All information will be treated with absolute confidentiality. Pupil folders, statements, tests and reports from outside agencies will be held by the SENCO in a secure place in the Student Support Room. It is the responsibility of teachers to ensure that they record and keep evidence

of pupils achieving their targets. Records will be kept until the student reaches the age of 25. At this point they will be destroyed.

9. SEN Monitoring and Evaluation Process

The SEN Register will be updated as the need arises.

One report will be provided per term to the Board of Governors, via the Principal. This report will not disclose the names of any pupil.

An annual review will take place through information received from monitoring and evaluation systems in school. The following indicators will be used:

- SEN pupil attendance
- Number of pupils moving up, down or off the register
- Pupils achieving EP targets.
- Using Baseline data such as CAT/PTE/PTM
- Tracking sheets for assessments
- Impact of training, advice and support from external agencies on strategies and provision monitored using staff questionnaires
- Involvement of pupils/parents monitored
- Feedback from SEN classroom assistants
- Inclusion in all areas of school life e.g. school trips, productions, sports days
- Provision for statemented children ... reviewed annually and provision amended as required
- Transition plan review for statemented pupils –EA transition officer support
- SEN overall review annually through information retrieved through monitoring and evaluation systems in school

SEN Yearly Planner

August

- INSET training (SENCo/EA)
- Ensure all staff have a copy of the SEN Policy with any updates
- SENCo should meet with new teachers to offer advice and support
- Newly appointed classroom assistants to meet with SENCo to discuss roles and responsibilities and receive copies of all relevant documentation.
- SENCo to become familiar with any new statements.

September

- Draw up the SEN action plan in line with the school development plan.
- Teachers to receive updated SEN register
- SENCo to brief whole staff on new SEN pupils
- Allocation of support teaching for identified pupils
- SENCo to meet with classroom assistants to identify roles and responsibilities.
- Inform parents of additional support
- IEPs targets devised by SENCo/Literacy and Numeracy Co-ordinators/ Resource Provision Teacher for pupils on CoP.

- SENCo to post out IEPs to parents asking for feedback and to sign off on.

October

- IEPs active by an agreed date with subject teachers
- Updating of SEN register if required
- Details of annual review documentation received from Special Educational Section
- Subject teachers ongoing monitoring of IEPs

November

- Subject teachers ongoing monitoring of targets
- Ongoing SENCo admin work

December

- Subject teachers ongoing monitoring of targets
- Ongoing SENCo admin work
- Arrange dates for annual review of statemented pupils to take place in January February

January

- Request new advice for pupils for whom needs have changed significantly or when change of provision may need to be considered.
- Refer to EA Annual Review Guidelines Booklet to ensure correct procedures and attendance of relevant professionals
- Review of first IEP for all pupils, meet with Literacy/Numeracy Co-ordinators to set new targets.
- Update SEN register as appropriate
- Conduct all annual review meetings and send relevant documentation to Special Education Section by 5th March.
- Conduct Transition Review for pupils who have reached 14 years

February/March

- Start of second IEP
- Subject teachers ongoing monitoring of IEP targets
- Update SEN register
- Ensure all relevant documentation from Reviews is sent to the EA

April

- Subject teachers ongoing monitoring of targets
- Ongoing SENCo admin work
- Liaise with Mr Sloan with regards to testing for access arrangements

May

- Subject teachers ongoing monitoring of targets
- Ongoing SENCo admin work
- Arrange review dates for IEPs

June

- Review of final IEP
- SENCo to visit feeder primary schools to be informed about pupils transferring
- Collaborate with year 8 Year Head and Head of Pastoral Care regarding the information required from Primary schools
- Make arrangements for SEN pupils transferring to visit school.
- Evaluate successes of actions identified within the SEN action plan
- Write a SEN report reflecting the school year to be presented
- Update SEN policy as required

10. Professional Development and Partnerships

Professional Development

- The professional development of **all** staff is a key priority on the SDP. All training and INSET for SEN are developed in consultation with the SENCO and are listed in the CPD programme
- Ensures necessary training e.g. medical, moving and handling if required
- Those who attend courses disseminate and share knowledge with other staff
- Record kept of staff training

Partnerships

Internal partnerships

- Meetings with Principal, SENCO/class teachers/classroom assistants

External partnerships

- Liaison with other EA support services (support from SpLD, EBD, Autism, Lang and Com)
- Health and social services

Partnership with parents

Parents are encouraged to:

- Engage positively with the school
- Contact school if they have concerns
- Become involved at all stages of CoP and EP/PLP
- Share knowledge

Pupil participation

Pupils are encouraged to:

- Engage positively
- Become involved in decision making process
- Give their views
- Understand and develop their targets.
- Achieve and celebrate success

11. Access Arrangements for Examinations

- Special Arrangements for Examinations are designed to provide access for pupils with specified learning difficulties.
- Pupils will be only considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) www.jcq.org.uk
- Such arrangements should be the normal way of working.
- The final decision regarding this remains with the Principal.
- Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the Examinations Officer to ensure these are implemented.

12. Procedures for addressing concerns

All complaints regarding SENs in St Louis Grammar School will be dealt with in line with school's existing complaints procedures.

SEN Advice and Information Service

EA have set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs.

Details of this service can be found on the EA website:

<https://www.eani.org.uk/parents/special-educational-needs-sen>

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or EAs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of EAs and also deals with claims of disability discrimination in schools

13. Qualifications

The SENCo Mrs Rodgers has completed MSc Autism Spectrum Disorders and a Level 5 Diploma in teaching learners with Dyslexia and Specific learning difficulties.

The former SENCO (Mr Sloan) has completed Access Arrangement Training offered by CCEA in June 2009. Mr Sloan is also an accredited tester and has been registered with the British Psychological Service following the completion of the 5 Day training course in Certificate of Competence in Educational Testing (CCET)

(Membership No: 396741)

The Assistant SENCo Miss Murphy is also the Learning Support Teacher and has much experience teaching pupils with SEN.

14. External Partnerships

The SENCO will take the lead role in liaising with other board support services.

This policy will be reviewed in the light of changes in legislation or practice. This will happen in consultation with all staff members.

Monitoring and Evaluating the Policy

The school policy will be reviewed in the light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Policy Date 25/9/23

Signature of Principal

Signature of Chairperson of Board of Governors

Review Date

Appendix 1



Teacher Referral Form/ Record of Concern

Student: _____ Class: _____ Subject: _____

What are the child's strengths?

Please indicate the nature of your concern (e.g the child's difficulty, frequency of difficulty)

Time frame: Strategies implemented on _____ until _____

Please indicate and attach evidence of progress/ or lack of progress made following teacher intervention (for example, a spelling test).

Please outline the strategies you have already employed (from the Good Practice Guidelines, the Help and Strategies booklet Sept '18 or from the Dyslexia book) to address these concerns:

Please detail any liaison you have had with the student's parents regarding this matter.

Teacher signature _____ Date: _____