



LANTERN OF KNOWLEDGE
EDUCATIONAL INSTITUTE

October 19

LoK SEND Policy

2020

Written by S. Ahmed

		Next Review Date	Nov. 2022
Responsible Person	Position	Sign	Date
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Whole School SEND Policy

1. Aims

The School aims to offer the very best learning environment and to promote high levels of self-esteem and a lifelong love of learning. We ensure that pupils with special educational needs and/or disabilities (SEND) can:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The aim of this policy is to ensure that:

- The school is fulfilling its obligations to children with SEND as laid out in the SEND Code of Practice (2014).
- All children with identified SEND have full access to a broad and balanced curriculum.
- Learning activities are planned in such a way as to enable all children to make progress and for all to experience success.
- All children with SEND are included in all aspects of school life alongside their peers.
- Accurate assessments are made to identify areas of strength and difficulties for children with SEND, and are used to pinpoint person centered strategies and interventions that will best support them in their learning.
- The school is committed to working with a range of external agencies, to ensure that pupils and their families have access to all necessary and relevant support.
- All pupils make a successful transition into adulthood, whether into employment, further or higher education or training.
- All pupils become confident individuals living fulfilling lives.

2. School Philosophy

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum offered at the school. The right extends to every pupil of the school, whether or not they have a Special Educational Need and/or disability (SEND) as is implicit in The Education Act 2002 and 2011.

Our Commitment:

We are committed to providing an inclusive ethos, developing policies, practices and a culture that includes all learners. We aim to promote the highest standards of achievement for pupils with SEN or a Disability. We strive to eliminate prejudice and discrimination, ensuring that all our pupils are equally valued in an environment where all children can flourish and feel safe.

At Lantern of Knowledge School there is a commitment to examine and monitor the provision for children with SEND. Wherever possible the best match between identified need and provision is made. Our school aims are:

- To provide for the needs of any pupil who has difficulty either short or long term in the areas of learning, social, physical or emotional development.
- That all children with SEND should where appropriate be educated alongside their peers. It is acknowledged that self-esteem is a key consideration when a pupil is unable to access their peer group curriculum; careful judgments must be made as to when a child may find working with a younger/older peer group more acceptable.
- To promote children's self-esteem and confidence through appropriately differentiated material and learning methods.
- To have high but realistic expectations of all pupils regardless of ability and celebrate individual success.
- To involve parents at all stages of the SEND assessment and provision cycle.
- To maintain continuity of provision with the professional flexibility to assess pupil's developing needs.
- To provide on-going training cycles for staff reflecting pupils' needs.
- To provide resources that support pupils' evolving needs. Additional resources including internal support are allocated on a needs basis; pupils' learning is supported by IEPs or provision maps and differentiated teaching.
- To ensure as smooth a transition as possible from and to feeder groups/schools by liaising with parents, schools and education providers. Possible extra visits for the child to the other school may be arranged if it is felt to be beneficial

3. A Definition of Special Educational Needs

Definition of SEND

'A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age'
(SEND Code of Practice, 2014)

The Code of Practice identifies four broad areas of need: 'Cognition and Learning', 'Communication and Interaction', 'Social Emotional and Mental Health' and 'Sensory and Physical'. An individual may have difficulties in one of these areas, or in a combination of two or more.

Special educational needs are defined by the Education Act 1996 in the following way:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2015).

Should a pupil be identified as having SEND once admitted, the School will support parents to have the child assessed by the appropriate outside agency/ specialist and follow the guidelines as stipulated in the SEND Code of Practice (2014).).

The school recognises that pupils who have English as an additional language (EAL) are not SEND pupils, unless they have learning difficulties or disabilities in addition to their linguistic needs. Two separate registers will be kept: one for pupils with SEND and one for EAL pupils at an early stage of EAL. Where an EAL pupil also has SEND, he will be kept on the SEND register.

The school adopts a person centred approach as stipulated in the SEND Code of Practice (2014), we believe that young people have a right to be involved in decisions and to express their feelings and opinions. Consequently, the School is committed to working with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The School recognises that it has duties under the Equality Act 2010 towards individual disabled children. It must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

4. Procedures

4.1 Arrangements for consulting with parents of pupils with special educational needs:

The School encourages parents to book appointments to speak to the Head teacher, SENDCo, and class teachers. Termly meetings are held for all pupils on the Special Educational Needs and Disabilities register with either the class teacher, SENDCo or both present, giving the parents and pupils an opportunity to discuss achievements, concerns or barriers to learning. At these meetings IEPs and targets are reviewed with parents, they are encouraged to share their views and these are captured on the parent view form attached to the IEP along with the pupil's targets. Parents of pupils with an Education Health Care Plan (EHC) are invited to an additional meeting to discuss the impact of provision and suggest changes to the EHC Plan at an annual review meeting.

4.2 Arrangements for consulting young people with special educational needs about their education

All children have the right to be involved in making decisions about their learning, and exercising choice. Ascertaining children's views may not always be easy. However, we will seek to ensure that the child is as involved as possible in discussions about their targets and the next steps in learning.

Children receiving SEND support or with an EHC Plans are made aware of the targets set in their IEPs and teachers' plans. These plans are discussed with the pupil so he is aware of the targets set and any interventions involved to achieve them. Pupils with SEND are informed of their progress on a regular basis through formative and summative assessments Pupils are invited to make a contribution to the Annual Review meetings, these are held for children who have an EHC Plan to evaluate existing goals, set new targets and determine strategies to remove barriers to learning.

Pupils are given various questionnaires throughout the year to allow them the opportunity to have a voice in how the school is run. These questionnaires include views on teaching and learning in particular subjects, ideas for new clubs, new school menus and new themes for our Curriculum.

4.3 How we identify, assess and provide for pupils with special educational needs and disabilities

Identification, Assessment and Provision for Children with SEND

Initial concerns about the level of development or slow progress of an individual may come either from the parents or carers, outside agencies (such as a child's previous school setting, or a paediatrician), or following observations or assessments by the child's class teacher.

The SEND Code of Practice (2014) stipulates that 'high quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND'. The class teacher will initially make changes to planned learning experiences, either by differentiating the level of questioning or instructions given, the support offered to the child during a lesson, the range of resources used, or tailoring the expected outcomes to the individual's strengths or abilities. Adaptations may also be made to the learning environment to support all children, and particularly those with SEND.

For some children, extra small group interventions will be planned, in order to support their learning. A few children will receive individual programmes of support.

Early identification of pupils with SEND is essential. This process begins in year 7 or when the pupil is admitted to the School. The progress of all pupils is monitored and tracked through an on-going process of planning, teaching and assessment. Pupils with SEND may be identified at any stage of this process during their life at our school. The assessments that are used vary, including but not limited to screening questionnaires, Dyslexia screening, target trackers, end of unit tests, end of Key Stage tests and pupil progress meetings. The school may refer to external specialists if required.

The School recognises that each pupil with SEND is an individual requiring personalised provision. We match the level of intervention to the pupil's profile. We investigate further when:

- the pupil is working below the age or national expectation of the year group
- the attainment gap between the pupil and their peers is not closing
- the attainment gap between the pupil and their peers is widening
- the pupil is significantly slower than that of their peers starting from the same baseline
- The pupil's progress fails to match or better the child's previous rate of progress
- little progress is being made even when teaching approaches and resources have targeted a pupil's identified need
- emotional or behavioural difficulties persist despite the use of the school's behaviour management programme
- self-help skills, social and personal skills are inappropriate to the pupil's chronological age
- a recently admitted child has school records that indicate that additional interventions have been in place
- parents have concerns regarding educational, behaviour, social or communication difficulties
- other adults have concerns e.g. medical practitioners, educational psychologist

4.4 Graduated approach

If a pupil continues to make limited progress despite the strategies the teacher has used in class, the teacher may decide more/different type of intervention is needed. Careful evaluation of the effectiveness of the intervention strategy is paramount. The teacher and the SENDCo will look at the evidence of inadequate progress and decide on new strategies to help the pupil make progress. This process will be undertaken in partnership with parents and the pupil as part of the Graduated Approach.

In accordance with the 2014 Code of Practice, the school uses a 'graduated approach' to supporting children with SEND.

This begins with a cycle, consisting of four steps as outlined below:

- **Assess** – where barriers to learning for an individual pupil are identified
- **Plan** – decisions are made about the type of provision that will best support the pupil's progress in this area, when and how often this will happen, and in what context (a small group or individual session with an adult). Baselines and targets are set in order to monitor and evaluate the intervention.
- **Do** – For a set period of time (often half a term) the strategies agreed are carried out, as outlined in the plan.
- **Review** – At the end of the planned intervention, assessments are made, and decisions taken as to the next steps for an individual child.

The Wave Model

The provision of support at the Lantern of Knowledge school uses a 'Wave Model', which works as follows:

- **Wave 1:** These are strategies which are used to support the learning and personal development of **all children and is underpinned by quality first teaching**. For example, the use of visual timetables, specific success criteria for a particular task and scaffolding.
- **Wave 2:** These are additional strategies which are used to support **some children**, and typically involve work with small groups of children. For example, additional maths support.
- **Wave 3:** These strategies are used with fewer children, and often involve an adult working 1:1 with an individual. Often these strategies are recommended by an outside agency, such as a Speech Therapist, Occupational Therapist, or an Outreach Teacher from a specialist base.

Curriculum Plans

Class teachers identify various subject specific strategies and interventions they are using to support learning for the children in their classes and these are added to subject curriculum plans. The curriculum plans show provision at Wave 1 (all children), Wave 2 (some children) and Wave 3 (a few children), as outlined above. At the end of each unit, the impact of the interventions is assessed, and new strategies are identified (if required).

4.4.2 SEND Support

Individual Educational Plans

For children struggling to demonstrate progress, an Individual Educational Plan (IEP) is created. This is developed through discussions between class teachers, SENDCo, parents, and the pupil. The

IEP outlines the actions being taken by the school, and at home, to meet specific targets. The plan will include strategies and any specific resources which will be used, including expertise, allocated time, materials and equipment.

IEPs are reviewed termly with the child's parents. Progress against the targets is assessed, and next steps (which may or may not include a new IEP) agreed.

The IEP will set out manageable short term targets that the pupil is working towards. It will set out the strategies and arrangements that are needed to help the pupil achieve these targets. The targets are discussed with the pupil and the IEP is shared with their parents/carers. Progress towards the targets is discussed at termly reviews or by request at other times through discussions with the class teacher or SENDCo.

At the target review meetings decisions are made about future actions that may be taken to meet the pupil's needs. These may be:

- to reduce the amount of help
- to continue with existing level of help with new targets being set
- to increase the level of intervention and/or try different strategies if there has been little progress

If existing provision does not lead to better outcomes and the pupil continues to make limited progress through SEND support, the SENDCo will ask for support from outside agencies. This is in addition to the extra support the pupil is already receiving in school. These specialists may include educational psychologists, specialist teachers, speech and language therapists, behaviour support teams and doctors. Their professional recommendations will form the basis of future IEPs or provision maps.

At this level parents play a particularly important role. Their permission is essential when asking for specialist support and guidance. Their support is crucial in making the most of the help provided. Contact with the school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENDCo.

4.4.3 Request for an Education & Health Care Plan

If the pupil continues to make limited progress in the school, in partnership with parents, the Head teacher and SENDCo will request the local authority make an EHC assessment of the pupil's SEN. If the LA agrees, it collects information from all the people who have been involved with the pupil. From this the LA Special Needs Officer decides whether the pupil needs an EHC Plan.

4.4.4 Education Health Care (EHC) Plan

An EHC plan is a legally binding document which sets out the provision a pupil must have to meet his SEND, focused on education and training, health and care outcomes that will enable the pupil to progress in his learning and, as he gets older, to be well prepared for adulthood.

If, following a review of a child's progress, it is concluded that:

- a) The child might have a significant educational need, as defined in the Local Authority's Criteria document, and/or
- b) We have fully used the resources available, including external advice and applied strategies, for meeting the child's needs;

it will be considered whether an application to the Local Authority for an Education and Health Care Plan (EHCP) is required.

In order for this to be considered by the Local Authority, the school would need to demonstrate that the child has demonstrated significant cause for concern. The school would provide evidence or information about:

- The school's interventions through the graduated approach, IEPs and reviews
- The child's health and medical history, where relevant
- Whether the child is working within age related expectations
- Attainments in English and Maths
- Assessments from specialists
- Views of parents or carers and the child
- Involvement of any other professionals
- Any involvement of children's services or educational welfare services.

The LA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. IEPs or provision maps are used to set targets for each term as before. Each year the school must hold an Annual Review with the parents and all outside agencies involved with the pupil to assess his/her progress. A representative from the LA may attend these meetings.

4.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where needed the SENDCo will

- meet with staff of the next setting
- arrange staff from other setting visit our school,
- arrange for pupil to visit other setting prior to joining the next setting,
- produce material/resources for pupil/parents/staff to use in order to prepare pupil for transition.

5. Whole school approach

5.1 Role of the Teacher

Teachers make regular assessments, both formal and informal, which seek to identify children making less than expected progress, given their age and individual circumstances. This includes progress in areas other than attainment – for example where a pupil needs to make additional progress with wider development or social needs. Teachers then use high quality teaching to target the areas of development. Where progress continues to be less than expected, further targeted strategies are put in place – including interventions carried out with small groups or on a 1:1 basis. If a pupil is having behavioural difficulties the teacher will take note of the frequency and severity of the incidents and if possible, adapt the classroom to help the pupil overcome the barriers.

Teachers, together with the Senior Leadership Team, regularly monitor the effectiveness of these interventions using SMART targets, and consult with the SENDCo about whether a particular child has SEN. The SENDCo will make a record of the child in the SEN register under notes.

5.1.1 Adaptations to the curriculum and learning environment

The following are examples of adaptations that teachers will make to ensure all pupils' needs are met:

- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Differentiating the teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.2 The Role of the Governing Body

The Governing Body has the overall responsibility for the school's policy and approach to providing for children with SEND, and appoint a specific Governor to take a particular interest in and to monitor the school's work in support of these children. Their policy is developed in consultation with the Head Teacher and the SENDCo.

5.3 The Role of the Head Teacher

The Head Teacher has overall responsibility for the day-to-day management and provision for children with SEND, working closely with the school's SENDCo and keeping the Governing Body informed.

5.4 The Role of the Teaching Assistant/ Support Staff

Teaching Assistants work collaboratively with Class Teachers, the SENDCO, Senior Leadership team and outside agencies, in order to enable both pupil access and progress. They both support individuals or groups within the class, and carry out agreed interventions with small groups and individual children.

5.5 Role of the SENCO

The SENCO also has a strategic role within the school. This involves developing SEN provision within the school to match the assessed needs of the children across the whole school, and to evaluate the impact of that provision on pupil progress. This information is used to identify particular patterns of need and potential areas of staff development.

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans and keep all records of such pupil's up to date.
- assess and monitor the progress of the pupil

The SENDCo will continually monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessments. Assessment

information will be recorded termly and this will be monitored by the HoDs and the Principal to ensure pupils with SEND make good progress.

- feedback to parents and seek information from parents through the review process, parent teacher interviews and end of year report.
- referring children and families to outside agencies (e.g. CAMHs, behaviour support, specialist teachers, Educational Psychologists, GPs, speech and language therapists)
- work closely with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. This includes the writing of reports, assessments and requests for support from outside agencies as required
- termly meetings to update IEPs or provision maps formally and distribute to parents
- attending multidisciplinary meetings to analyse progress made and determine the way forward for children who have involvement of multiple outside agencies.
- attend annual review meetings held for children with EHC plans to analyse old goals and set new targets and determine strategies to improve attainment
- class observations for any pupils with concerns
- provide professional guidance to colleagues, and work closely with staff and parents.

5.6 Role of parents

At the School we like to ensure parents have opportunities and ways in which to voice their views and opinions. Some of these ways are:

- Regular parent meetings are held after reviewing IEPs or provision maps and targets to discuss progress of pupils with SEND.
- Invitations to Education Psychologist (EP), Specialist Teacher meetings, multi-disciplinary meetings and annual reviews. All parental views at these meetings are documented.
- Annual parent questionnaires
- Parent response forms related to annual reports on their children

6. Monitoring and evaluation

The effectiveness of the implementation of this policy will be monitored termly by the SENDCo, and the Headteacher, through:

- Reviews of IEPs or provision maps and checking that they are used by teachers in their planning, teaching and assessment
- Rigorous tracking of each SEND pupil's progress along with analysis of the evidence (pupils' work; behaviour logs; lesson observations; meetings with staff; meetings with parents)
- Checks on the quality of information collated to contribute to annual reviews of the EHC plans

The provision will be evaluated termly by the SENDCO, teachers and senior leaders, particularly the effectiveness of intervention strategies.

7. Relevant legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children with special educational needs but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

Keeping children safe in education September 2021

The Education Act 1996, 2002, 2011

The Equality Act 2010

Regulatory

SEND code of practice was first published in 2014 and amended in 2020.

The Special Educational Needs and Disability Regulations 2014

The Independent Schools Standards 2014

This Form is completed by teachers and emailed to the SENCo if any teacher feels that a pupil may require special needs support.

Pupil's Name:				
Date of Birth:		Year Group:		
Member of Staff:				
Current Assessment Data	Baseline	Autumn	Spring	Summer
1. Tick which area(s) are a concern:				
Communication and Interaction				
Cognition and Learning				
Social, emotional and mental health difficulties				
Sensory and/or physical difficulties				
2. Briefly explain what difficulties the pupil is experiencing in accessing the curriculum:				
3. Including quality first teaching, how have you differentiated the lessons/adapted your planning for the student?				
4. Detail any other factors which may be relevant: (Include conversations with the pupil/parents/ colleagues.)				

Actioned by the SENCO:	
Resolved with referring staff:	<input type="checkbox"/>

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Appendix B - Student Passport

This form is completed by the SENCo following meetings with Pupils, parents and teachers.

<h1>Student Passport</h1>			
Name		Year	Academic Year and Term: Autumn 2021/2022
Exam Access arrangements (EAA)		Department Leader	
SEND NEED		Things that I enjoy:	What is most important to me:
DIAGNOSIS		Three qualities that people admire about me:	
Additional information		What I would like you to know about my difficulties:	
This means that:	I find it difficult to:	I will help myself by:	It would help me if you could:
		.	

Useful Strategies for Teachers:

Additional Support: N/A (Wave 1)

1hr Literacy support per week		1hr Literacy support per fortnight		2hr Literacy support per week		1hr Reading support per week		1hr Reading support per fortnight		2hr Reading support per week	
1hr Spelling support per week		1hr Spelling support per fortnight		2hr Spelling support per week		1hr Numeracy support per week		1hr Numeracy support per fortnight		2hr Numeracy support per week	
Access to ICT loans		Exam Access Arrangements		In class support		Speech and Language Withdrawal		Social Skills withdrawal		Time Out Pass to Restorative Room	
Advice to teachers		Monitoring by SENCO		Modified/Reduced Timetable		Access to the Achievement Centre		Access to Breakfast Club		Access to Break Club	
Access to Lunch Club		Withdrawal from lesson for Literacy		Withdrawal from lessons for Numeracy		Other:					
Equivalent Hours of Support Per Week:						Equivalent Funding Per Year:					

Target One	Target Two	Target Three	Target Four

Parent/Carer Comments:		
What I would like teachers to know about how my child learns:	It would really help my child in lessons if you could:	I will help my child at home by:

KS2 SATS results

Reading:		Writing:		Maths:	
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Start of Year 7 GL Assessment results

Reading:		Maths:		Science:	
Sentence Completion	(/ 9)	Stanine	(/ 9)	Bio Stanine	(/ 9)
Passage Comprehension	(/ 9)			Chem Stanine	(/ 9)
Reading Age				Phy Stanine	(/ 9)
GCSE English Lang. Indic		GCSE Indicator		GCSE Indicator	
National % Rank		National % Rank		National % Rank	

Reading/Spelling/Numeracy Data and Assessment

	Sept 2021	Dec 2021	March 2022	July 2022	Sept 2022	Dec 2022	March 2023	July 2023	Sept 2023	Dec 2023	March 2024	July 2024

Appendix C : Signs of Dyscalculia

(from <https://www.dyslexia.uk.net/specific-learning-difficulties/dyscalculia/the-signs-of-dyscalculia/>)

Dyscalculia is not the same as maths anxiety, but people with dyscalculia can react strongly to activities involving mathematics, for instance they may get upset or frustrated when playing board games. Keep in mind that all people can occasionally struggle with maths. Those with dyscalculia will struggle to a greater extent than their peers, and their difficulties will continue over time.

Teachers should use the following checklists to keep an eye on any potential signs of dyscalculia and then discuss your concerns with the SENCO or Headteacher.

Primary School

- Has difficulty learning and recalling basic number facts such as number bonds, e.g. $6 + 4 = 10$.
- Still uses fingers to count instead of using more advanced strategies (like mental maths)
- Poor understanding of the signs +, -, xx and x or may confuse these mathematical symbols
- Struggles to recognise that $3 + 5$ is the same as $5 + 3$ or may not be able to solve $3 + 26 - 26$ without calculating
- Has trouble with place value, often putting numbers in the wrong column.
- May not understand maths language or be able to devise a plan to solve a maths problem.
- Finds it difficult to understand maths phrases like *greater than* and *less than*
- Has trouble keeping score in sports or games
- Has difficulty working out the total cost of items and can run out of money
- May avoid situations that require understanding numbers, like playing games that involve maths.

Secondary School

- Struggles to understand information on charts and graphs.
- Has trouble finding different approaches to the same maths problem, such as adding the length and width of a rectangle and doubling the answer to solve for the perimeter (rather than adding all the sides).
- Struggles to learn and understand reasoning methods and multi-step calculation procedures
- Has trouble measuring items like ingredients in a simple recipe or liquids in a bottle.
- Lacks confidence in activities that require understanding speed, distance and directions, and may get lost easily.
- Has trouble applying maths concepts to money, such as calculating the exact change

Adults

Typical symptoms include:

- difficulty counting backwards and remembering 'basic' facts
- slow to perform calculations, weak mental arithmetic skills
- a poor sense of numbers & estimation and difficulty in understanding place value
- Addition is often the default operation
- High levels of mathematics anxiety

Appendix D : Signs of Dyslexia

(From <https://www.dyslexia.uk.net/what-is-dyslexia/signs-of-dyslexia/>)

Dyslexia is a life-long condition which has a substantial effect on an individual's day to day activities and is classed as a disability under the **Equality Act 2010**. Dyslexia is not linked to intelligence but can make learning difficult. Many people who have dyslexia have strong visual, creative and problem solving skills. Dyslexic individuals often have difficulty processing and remembering information, see list below.

Teachers should use the following checklists to keep an eye on any potential signs of dyslexia and then discuss your concerns with the SENCO or Headteacher.

- Look at the indicators for the age of the person you are thinking about.
- Also look at the indicators for a younger person. Do these still apply? Did some apply when the person was younger?
- If several indicators are present, further investigation may be advisable.
- A family history of dyslexia makes it more likely that the person you are considering also has dyslexia.

Primary School

A primary school age child may:

- have particular difficulty learning to read, write and spell.
- have difficulty remembering sequences such as the alphabet and months of the year.
- have difficulty telling left from right.
- have difficulty copying accurately from board or textbook.
- have difficulty remembering and following oral instructions.
- have persistent and continued reversing of letters and figures, e.g. '15' for 51, 'b' for d.
- take longer than average over written work.
- experience lack of self-confidence and increasing frustration.
- in other ways be a bright and alert child.

Secondary School

A secondary school age child may have:

- a tendency to read inaccurately and without adequate comprehension.
- inconsistent spelling.
- difficulty with planning and writing essays.
- difficulty getting started and completing work.
- a tendency to get 'tied up' using long words, e.g. preliminary, philosophical.
- a tendency to confuse verbal instructions, places, times and dates.
- greater difficulty in learning a foreign language.
- low self-esteem.
- frustration which has led to behavioural or emotional difficulties.
- disorganised at home and school.

Adult

In addition to earlier characteristics, some of which may still persist, the following are indicators of dyslexia in an adult:

- difficulty with map reading, filling in forms and writing reports.
- tendency to miss and confuse appointment times.
- concerns about training or promotion.
- difficulty structuring work schedules.
- low opinion of capabilities.
- constantly loses and forgets items and information.