**Blossom House SpLD (Dyslexia) Provision**

We are proud to be recognised as a ‘CReSTeD’ school in the ‘Specialist Provision Category’ (*Council for the registration of schools teaching dyslexic pupils*) which recognises our expertise and extensive dyslexia support and provision. We have been a registered CReSTeD school since 2010. Our school has membership to the BDA (British Dyslexia Association).

Many of our children are considered to have SpLD (specific learning difficulties). Dyslexia is considered on the continuum of language difficulties and there is overlap between DLD (Developmental Language Disorder) and dyslexia. Our teaching styles, methods and resources benefit our children regardless of a dyslexia diagnosis.

**Our specialist provision includes:**

 A high number of SpLD trained teachers **OCR/BDA Level 5** including the majority of our Literacy/English teachers,and a few to **Diploma Level 7.**

 It is an expectation that all teachers teaching literacy across the school should obtain the OCR/BDA level 5 SpLD qualification.

 All maths teachers and the SpLD team are trained in the **Unicorn Maths Course** (teaching maths to pupils with dyslexia and or dyscalculia accredited by OCN at Level 2).

 A **whole school awareness of Dyslexia** and ongoing in-house training for all staff.

 A **multidisciplinary team** where therapies: Speech and Language Therapy, Occupational Therapy and Psychotherapeutic Arts are integrated into the curriculum as well as delivered in groups or on 1:1 basis as appropriate.

 An SpLD Team of specialist teachers overseeing children’s support across the school.

 Pupil’s progress is carefully monitored through rigorous assessment.

 1:1 intervention with SpLD trained teachers on a needs basis for Literacy and Maths. If appropriate, team teaching, paired or small group teaching may be utilised.

 Synthetic phonics with a multisensory approach to teaching reading and phonic reading schemes. Synthetic phonics is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words. E.g. teaching ***/s/a/t/p/i/n*** – then used to teach the following words ***/sat/pat/tin*** etc.

 Cued-articulation may be used to support phonics teaching for younger pupils. Cued articulation is a set of hand and mouth ‘cues’ for teaching individual speech sounds. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.

 Other methods of word learning such as visual, cognitive and morphological.

 Multi-sensory teaching and resources are used across the school as well as using ‘hook’ activities to help learning and memory.

 Alternative methods of recording: computers, drama, cloze tasks etc.

 High-interest-low level reading books and library books.

 Teaching of touch-typing using a recommended dyslexia friendly programme where appropriate.

 Brain-Gym based movement learning breaks devised by the onsite Occupational Therapy Team.

 Visually presented study skills and learning techniques are encouraged to promote metacognition e.g. mind maps.

 Lessons are structured to support optimum recall and learning (different small tasks that increase the ‘primacy and recency effect’ thus enhancing memory and recall).

 Access to computers, interactive whiteboards, iPads and laptops.

 Access to a variety of specialist well-recognised SpLD software that is recommended:

 *Word and Number Shark*

 *Clicker 7*

 *LUCID assessment*

* *English Type Junior*
* *Lexia*
* *Dynamo maths*
* The Pearson ‘Bug Club’ reading comprehension scheme is also used with pupils in Primary. Lessons are taught collaboratively with Primary and SpLD teachers once per week, and children have accounts that they can access on laptops both in class and at home.

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* In secondary, the ‘Accelerated reader’ scheme is used, which is an online tool to monitor and manage independent reading. Reading for pleasure is also promoted through the use of a range of texts and levels which are suitable for the secondary age range.

 **Assistive technology** in Secondary and post 16: Read Write Gold Text Help (text-to-speech software), laptops, Dragon Naturally Speaking Voice Recognition software.

* Students also have access to a carefully devised ‘laptop scheme’, which enables students to purchase laptops on a loan in order to support home learning and study skills. Students will also be able to access assistive technology software to increase their confidence and familiarity with this.

 **Study skills** lessons in Secondary and Post 16 are delivered collaboratively by Speech and Language Therapists and SpLD-trained teachers. Weekly study skills sessions are also carried out for Post 16 students to attend during a lunchtime club.

 **Access Arrangements** for all levels of qualifications in secondary through to Post 16.

* Access Arrangements is carefully integrated into the curriculum from Year 10 at Blossom House, in order to ensure that students understand the exam support that they are entitled to. Furthermore, this exposure helps to prepare students, physically and mentally, for what to expect from exams.
* A large number of staff at Blossom House School are trained to act as an invigilator, reader, scribe or OLM (Oral language Modifier) during exams.
* The SpLD team also work closely with college links to ensure that access arrangements provision for Post 16 students are clear and consistent, should these students be taking any exams at college.

 Visual timetables are used at the start of all lessons across the school. Visual timetable provide children with a clear objective for the lesson and break up the tasks that will be completed during the lesson.

 Holistic, caring and sympathetic ethos with strong communication between staff and from school to home.

 Self- esteem and self-confidence is promoted.

 School planners and timetables for homework/ organisation.

 Access to online homework.

* The SpLD team can offer advice with regards to issues relating to visual stress in students and offer a screening where appropriate.

*The above is just an overview of SpLD teaching at Blossom House School. If you would like any further information please contact your Group leader who will put you in touch with one of our SpLD teachers.*