



Wilmington Academy

SEN & Disability Policy

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Wilmington Academy

SEN & Disability Policy

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1. Definition of SEN

A child or young person has SEN&D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory Academy age or a young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice (2015, p16).

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more and ‘substantial’ is defined as ‘more than minor or trivial’.

SEN Code of Practice (2015, p16).

2. The Kinds of Special Educational Need for which provision is made at the Academy

At Wilmington Academy we make provision to support students with frequently occurring educational needs without a Statement of Special Education Needs/Education, Health and Care Plan, for example dyslexia, dyspraxia, speech and language needs, ASD, learning difficulties, behaviour difficulties and social and emotional difficulties, visual and hearing impairments. The Academy will seek advice and training in order to meet the needs of students with special educational needs.

The Academy also currently supports students with a Statement of Special Educational Need/Education, Health and Care Plan with the following special educational needs:

- Speech and Language and Communication
- Visual Impairment
- Specific Learning Difficulties
- Autistic Spectrum Disorder
- Physical Difficulty

Decisions on the admission of students with a Statement of Special Educational Need/Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without a Statement of Special Educational Need/Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

3. Information Regarding the Policy for Identification and Assessment of Students with SEN

A graduated response:

At Wilmington Academy we monitor the progress of all students six times a year to review their academic progress. We also use a range of assessments with all the students at various points – for example:

- Access Reading Test for Years 7, 8, 9, 10 – June.
- Young's Parallel Spelling Test or Years 7, 8, 9, 10 – June.
- Accelerated Reader Star Reading Test for Years 7 and 8 – December, April and July.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place additional strategies and support to enable the student to catch up.

Examples of additional support are:

- Fresh Start Synthetics Phonics Programme
- Nessy Dyslexia Programme
- Bespoke literacy support
- Numeracy support
- Units of Sound literacy programme
- English Touch Senior (multi-sensory)
- ELSA
- Social Communication support
- In class teaching assistant support
- Lexia Learning focused support
- Rosetta Stone language programme
-

Students who continue to made inadequate progress despite high quality teaching, targeting their areas of weakness are identified for further assessment. The following assessments are used at Wilmington Academy:

- Dyslexia Screening
- Visual Stress Screening and resources
- Fresh Start Synthetic Phonics test
- NFER Single Word Reading Test

We have access to external advisors in the form of a team of Educational Psychologists employed by the Leigh Trust. In liaison with parent/carers they can provide advice, assess and support the Academy in meeting the needs of these students.

At this point we will have identified that the student has a special educational need because the Academy is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

There will be no change in, or identification of, SEN without prior discussions with parents or carers.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be applied.

4. The Academy's Policy for Making Provision for Students with Special Educational Needs (whether or not they have EHC Plans)

a) How the Academy Evaluates the Effectiveness of Provision

Each review of the SEN support plan will be completed using the views of the students, parents and class/subject teachers. The assessment information from teachers will show whether adequate progress is being made.

For students with or without a Statement of Special Educational Need/Education, Health and Care Plan there will be an annual review of the provision made for the child, to evaluate the effectiveness of the special provision. The output of these annual reviews will be reported to the Academy's governing body.

*(*See Appendix A)*

b) The Academy's Arrangements for Assessing and Reviewing the Progress of Students with Special Educational Needs

Every student in the Academy has their progress tracked at least six times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Wilmington Academy are listed in Section 4. This provides evidence of the students' progress, if these assessments do not show adequate progress is being made, the SEN personalised plan will be reviewed and adjusted.

c) The Academy's Approach to teaching students with Special Educational Needs

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEN Code of Practice (2015, 1.24).

We follow Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the Academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one or small group tutoring/precision teaching/mentoring, small group booster teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the Academy as 'notional SEN funding'.

d) How the Academy Adapts the Curriculum and Learning Environment for Students with Special Educational Needs

At Wilmington Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statement of Special Educational Needs/Education, Health and Care Plans.

Wilmington Academy moved into a brand new building in November 2013 and the building meets all standards. It has accessibility toilets on each floor, in each college and lift access to both floors. Designated evacuation exits are available on both floors in both Apollo and Minerva colleges. The Jubilee building has a lift to access the upper floor. The site complies with DDA regulations.

e) Additional Support for Learning Available to Students with Special Educational Needs

As part of our budget we receive 'notional SEN funding'. This funding is issued to ensure that the quality of teaching is good in the Academy and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. Amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our Local Offer Provision Map. In very few cases a very high level of resource is required. The funding arrangements require Academies to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the Academy (KCC's Academy Funding Forum is currently developing a system for this which will be implemented in April 2015).

(*See Appendix B)

f) How does the Academy enable students with Special Educational Needs to engage in Clubs, Trips and Activities

All clubs, trips and extra-curricular activities are offered to all students at Wilmington Academy including students with special educational needs, either with or without a Statement of Special Education Need/Education, Health and Care Plan. Where it is necessary, the Academy will use the resources available to it to provide additional adult support to enable the safe participation of the students in the activity.

g) Support that is Available for Improving the Emotional and Social Development of Students with Special Educational Needs

At Wilmington Academy we understand that an important feature of the Academy is to enable all students to develop emotional resilience and social skills, both through direct teaching, for instance:

- Social, Moral, Spiritual and Cultural Curriculum is delivered through the tutorial programme and assemblies.
- PSHE Action Days take place two or three times a year.
- Wilmington Academy has Healthy Academy's status and is working towards Enhanced Healthy Academy's Status.
- Vertical tutor grouping enhances the nurturing, supportive ethos throughout the Academy.
- Post 16 Reading Mentors.

We also provide daily support from two Student Services Managers in each college –
Minerva: Mrs.T Penkert and Mrs.S Duff

Apollo: Ms M McLean and Mrs.S.Johnson.

Jupiter: Mrs Dawn Peeling and Mr Steve Drummond.

The Students Services Managers have received extensive training and experience in the support of ASD, ADHD, positive behaviour management, self-harming, mediation, grief and loss, emotional literacy and social skills development, dyslexia, speech and language,

attachment disorder and liaise closely with the SEND team and parent/carers. The SEND and SSM teams meet twice a month as a Wilmington Academy Inclusion team led by the SENCo to maintain consistent, inclusive practices across the Academy.

The Academy has access to:

- 2 ELSA Teaching Assistants (Emotional Literacy Support Assistant).
- 2 Social Communication Teaching Assistants.
- Advice from the Leigh Academies Trust Inclusive Team.

Students in the early stages of emotional and social development, because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by a student who does not need this support.

5. The Name and Contact Details of the SEN Coordinator

The SENCO at Wilmington Academy is Miss Melanie King who is a qualified teacher and has been in post since January 2017. Miss King has been a SENCO previously and is studying for the National Award for SEN Coordination. She also holds a MA in Inclusive Education and represents the Academy at the Leigh Academies Trust, Trust Liaison Consultation fortnightly meetings with the Leigh Academies Trust Inclusive Services Educational Psychologists and Local Inclusion Forum Team termly meetings.

Melanie King is available on 01322 272111 or melanie.king@wilmingtonacademy.org.uk

The Wilmington Academy SEND Governor will be appointed in September 2017.

6. Expertise and Training of Staff – In Relation to Children with Special Educational Needs (how specialist expertise will be secured)

All teachers and teaching assistants have had the following awareness training:

- Autistic Spectrum Disorders.
- Meeting the needs of dyslexics.
- Positive behaviour management.
- Access arrangements.
- Retention strategies to support short term memory.
- ADHD.

All Academy staff receive on-going advice and strategies to support the following learning needs:

- Dyslexia
- Dyscalculia
- Visual impairment

- Hearing impairment,
- Autistic Spectrum Disorder and associated disorders
- Social, Emotional and Behavioural Difficulties,
- Dyspraxia,
- Global learning difficulties,
- ADHD
- ODD
- Expressive, receptive and pragmatic speech and language.

In addition the following staff have received the following enhanced and specialist training:

Miss S Shead, Iris Centre Coordinator, Access Arrangements.

Mrs S Jones, Higher Level Teaching Assistant (Level 4), ELSA, Visual Stress screener, Foundation Level Dyslexia, External Specialist teachers coordinator, Rosetta Stone Programme, Learning Pathways for students with ADHD, Rosetta Stone Language programme, Accelerated Reader, Lexia Learning, Better Reading Partnership.

Mrs C Farrell, Foundation Level Dyslexia, Lexia Learning, Accelerated Reader, Better Reading Partnership.

Mrs M Dunne, Foundation Level Dyslexia, Autistic Spectrum Disorder (Stage 2), Lexia Learning, Accelerated Reader, Better Reading Partnership.

Mrs.E.Dyer OU BA Degree (OPEN) Accelerated Reader, Lexia, numeracy and study skills interventions.

Mrs M Goodwin, ELSA, Comic strips, social stories, literacy interventions.

Mrs L Higgins, Catch up Numeracy, comic strips, social stories, literacy interventions.

Mrs J Ovens, Toe by Toe, Literacy interventions, Social stories, comic strips, Numeracy interventions.

Where a training need is identified beyond this, we will find a provider who is able to deliver it.

Training providers we can approach are: Milestone Academy, Educational Psychologist, Speech and Language Therapist, dyspraxia specialists etc. The cost of training is covered by the notional SEN funding.

The following staff hold ASD Awareness in Education (Level 3) certificate:

Ms L Drysdale English teacher
 Mrs S Jones (HLTA)
 Mrs C Farrell (TA)
 Mrs E Dyer (TA)
 Mrs D Kennedy (Wilmington Academy Librarian)

Mrs S Duff (Minerva Student Services Manager)
Ms M McLean (Apollo Student Services Manager)
Mrs T Penkert (Minerva Student Services Manager)

7. Equipment and Facilities to Support Children with Special Educational Needs

Where external advisors recommend the use of equipment or facilities which the Academy does not have, we will purchase resources using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the Academy will seek the advice of the KCC Communication and Assistive Technology team.

8. The Arrangements for Consulting Parents of Children with Special Educational Needs

All parents/carers of students at Wilmington Academy are invited to discuss the progress of their children at least three times a year, and receive written reports six times a year. SEN Review Days will take place in November, March and July, in addition to student/parent/staff Consultation Evenings and we are happy to arrange meetings outside these times to accommodate work commitments of parents/carers. As part of our normal teaching arrangements, all students will access some additional teaching, to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents/carers.

If following this normal provision, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs and the parents will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to any assessment, planning and reviewing.

In addition to this, parents/carers of students with a Statement of SEN/Education, Health and Care Plan will be invited to contribute to and attend an annual review, which wherever possible will also include other agencies involved with the student.

9. The Arrangements for Consulting Children with Special Educational Needs

Students who have been identified with a special educational need will take a key role in the planning and reviewing of their personalised plan.

10. Treatment of Complaints from Parents of Students with Special Educational Needs: Referral to the Governing Body

The normal arrangements for the treatment of complaints at Wilmington Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with either the class teacher, form tutor, Student Services Manager, SENCo, Assistant Principal Vice, Principal or Principal, to resolve an issue before formally making a complaint to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contacted. If the complaint remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances usually for children with have a Statement of SEN, where there is a statutory right from parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the Academy.

11. The Leigh Trust Board of Governors

The Leigh Trust Board of Governors involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of students with special educational needs and in supporting the families of such students.

The Leigh Trust Board of Governors has engaged with the following bodies:

- Free membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service.
- Educational Psychology – Three EP's are currently appointed to work 5 days, jointly, a week across the Leigh Academies Trust.
- Access to Local Authority service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for students with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCo – SENCo Forum, Leigh Academies Trust SENCos and NASEN (National Association for Special Educational Needs).

12. Support Services for the Parents of Students with Special Educational Needs

Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents with children and young people with special educational needs or disabilities up to the age of 25.

They empower parents to play an active and informed role in their child's education and provide impartial legally based information and support on educational matters.

They can be contacted on

Helpline: 03000 41 3000 (Monday – Friday 9.00 am to 5.00 pm)

Telephone: 03000 412 412

E-mail: iask@kent.gov.uk

Website: <http://www.kent.gov.uk/iask>

13. Transferral between Phases of Education or Preparing for Adulthood and Independent Living

Wilmington Academy works closely with the students, parents/carers, feeder primary Academies and external agencies to ensure a smooth transition from year 6 to year 7. An Assistant Principal, SENCo and Student Services Managers are involved in the extensive transition programme. Visits are made to each primary Academy to meet with students and teaching staff. All students and parents/carers are offered individual interviews at Wilmington Academy during May/June. Induction Day takes place in July and additional transition days are offered for SEND or vulnerable students. On entry all students will sit baseline literacy tests in reading comprehension and spelling. This data is distributed to all staff, in preparation for Module 1.

KS4 & 5 – all students on the SEN Register will receive 1:1 planning interviews with the Leigh Academies Trust Careers Advisor (Lesley Tannock).

We also contribute information to onward destinations, providing support/learning information, access arrangements documentation and advice and support to the destination educational establishment.

14. Information on Where the Local Authority Local Offer is Published

The Local Authority's local offer is published on (<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>) and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Appendix A

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Appendix B

Provision MAP/Local Offer for Wilmington Academy by SEN Category Across the Academy – June 2017

Area of Need	All pupils, where appropriate	In Academy Provision	SENs/EHCP
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Access to ICT. Focused group work with class teacher. Development of literacy skills of all Year 7 and 9 students supported with the Accelerated Reader and LEXIA learning programmes. Rosetta Stone language programme to support all students with English as an additional language. Multi-sensory teaching to support all learning styles.	Teaching assistant support. Accelerated Reader and Lexia Learning programmes. Booster groups in and out of Academy hours. In class support from teaching assistant. Additional keyboard skills support. Reading with Post 16 reading mentors. Multi-sensory teaching to support all learning styles.	In class support from teaching assistant. Fresh Start Phonics programme. Better Reading Partnership. Bespoke literacy intervention. Intensive Lexia. Nessy. Units of Sound and ICT literacy programmes throughout KS3 and KS4. Individualised homework planning sessions. Fine motor skills intervention. Multi-sensory teaching approaches to support all learning styles.
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome for example, modified language, pre and post learning of new subject vocabulary. Students to be encouraged to interact and communicate with adults and peers during structured and unstructured times of the Academy day.	Monitoring comprehension and modelling language. Appropriate opportunities in 1:1 and small groups to develop language skills.	Use of strategies to support speech and language difficulties. In class teaching assistant support to monitor comprehension, modify and model language. Input from Autism Outreach Team. Additional teaching assistant support in planning and completion of homework tasks. Small group literacy, social

<p><i>Emotional, Social and Mental Health Difficulties</i></p>	<p>Academy behaviour policy. Whole Academy/class rules. Academy reward and sanctions systems. Social, moral, spiritual and cultural daily form time and assembly programme within the vertically grouped tutor groups. Two Action Days to support the development of related skills.</p>	<p>Positive behaviour monitoring reports. Sharing of effective support strategies. Teaching staff and Student Support Services managers supervising all unstructured times, for example, before school, breaks, lunchtimes and after school. All students met by Student Services managers on entry each morning – meet and greet.</p>	<p>communication and ELSA interventions to provide additional opportunities to develop language skills. Pre and post learning of new subject vocabulary.</p> <p>Individual Emotional Literacy, Social Skills and Social Communication interventions. Student Service Managers support programme. Peer mentoring/friendship support groups. Advice, support and strategies from the Dartford District Inclusion Forum, external agencies and Leigh Academies Trust Inclusive Services Team. Dartford Early Intervention Team. KCC Child in Care virtual. KCC SEND Team. Dartford Social Services. Bexley Specialist Teaching Service.</p>
<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements. Staff aware of implications of physical and sensory impairments and strategies to support.</p>	<p>Additional keyboard skills. Additional handwriting practice. Access to equipment e.g. writing slopes. Curriculum differentiated according to need, for example PE and games, food technology. Rise and Fall desks available for wheelchair users. Ramps in place for access evacuation.</p>	<p>Fine motor skills programme for small groups. Access to ICT. Pencil grips, specialist pencils, posture support cushions, sloping writing boards. Early exit cards from lessons. Advice and support from external agencies and specialist teaching service. Provision of specialist equipment made available & resources for example special scissors, enlarged paper and exam papers, coloured paper, visual stress coloured rulers. Enlarged English set texts</p>

			<p>accessed.</p> <p>Chef to provide additional support and advice for students with individualised sensory needs, for example high sensitivity to smell of foods.</p> <p>Health Care Plans.</p> <p>Promotion of self-care and personal hygiene.</p> <p>Appropriate staff training and advice made available to meet student's needs.</p> <p>6 adults trained in moving and handling and use of gastronomy.</p> <p>Use of specialist science microscope.</p> <p>Close liaison with occupational physiotherapists.</p> <p>Supported by Milestone Special Academy, with training and advice.</p> <p>Examining bodies consulted as to appropriateness of courses and Access Arrangements, from example AS Level Chemistry.</p> <p>On-going inset practical for all staff to address developing needs.</p> <p>School nurse to advise and provide necessary training to meet medical needs.</p>
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Appendix C

SEND Literacy Interventions

Lexia

Is a research proven, phonic led program offering computer based personalised learning. Activities for older students are designed to increase automatic word recognition by reinforcing phonic elements and sound/symbol relationships. Activities provide extensive practise in everything from phonic awareness to advanced work-attack strategies as well as vocabulary development based on Greek and Latin word roots. The activities are varied and enjoyable and track the students' progress through the program, gaining a sense of achievement, confidence and independence.

Accelerated reader

Personalised reading levels for all students in years 7-9. Levels are set from an initial computer assessment which assesses their level ability. This is not a reading scheme; all books are in general circulation. Books are banded in ability levels. After reading each book, students quiz. If they score 80% or above, they have passed. If they score 90%-100% they can be moved up a level.

This has dramatically increased student's borrowing and stimulates student's reading for understanding. Students gain prizes each time they are successful.

Nessy learning Programme

Ideal for students with Spld, such as dyslexia or dyspraxia. It has fun, computer game based learning activities.

The tasks are personalised after an initial challenge in reading and spelling. Students work on the gaps in their phonics and reading. The progress is scored and progressive. There are supporting card games and worksheets. This is a fun multi-sensory programme widely used in both primary and secondary schools.

Fresh Start

A highly structured synthetic phonics programme, written by Ruth Miskin who is a highly regarded professional in the field of teaching reading. Students learn the 44 common sounds in the English language and how to sound blend them over a short period of time and use them to spell.

The 34 modules (activity and story books) carefully provide a variety of tasks which give reinforcement, over learning in short simple steps.

This has been a highly successful intervention for the last 6 years with students who have not grasped the fundamentals of learning to read.

Units of Sound

A personalised computer based program produced by Dyslexia Action, more suitable for older students, for example Year 9 and above. The program focuses on 4 areas; reading, spelling, memory and dictation.

A highly structured program with checking tests at the end of each level. Progress continues when these checks are passed and printed results for both students and teachers to monitor. The teacher can monitor each student's work and progress on the admin setting.

Reading Comprehension produced by Learning Resources

A card based set of work cards set at 5 levels, up to typical year group levels of year 7. Short varied texts which aim to extend vocabulary knowledge. 5 multiple choice questions after each text. Students work in small groups and are guided by a teacher in reading, questioning and understanding the text. Answers are self-marked and discussion follows any incorrect choices.

We find these to be highly successful with students who have problems with reading for meaning. Their scores on Accelerated Reader indicate progress made.

English type Senior

A multi-sensory typing program which aims to maximise additional literacy learning to improve spelling, reading, punctuation and grammar.

Instructions are both written and spoken and a choice of screen colour.