

# Section 1 Chapter 1

## GENERAL

*Updated: November 2019*

### VISION

To establish an International & North West of England Centre of Excellence in Specific Learning Difficulties (Sp.L.D.), including working in partnership with Universities, Local Education Authorities (LEAs), Social, Health Services and other professionals, providing a unique resource for Sp.L.D. provision in terms of specialist teaching, teacher training and research and development. Included within this provision are children whose experiences cause them to become delicate and vulnerable in a mainstream setting.

*Note: Our definition of 'delicate' is defined below.*

### DYSLEXIA NORTH WEST CHARITY

Dyslexia North West Charity (Registered Number: 1066156/0) approved by Charities Commission in November 1997 to promote the relief of and advancement of education of persons, living in the North West of England, who have Sp.L.D.

### FUNCTIONS

Associated with the Charity, the Lancashire Centre for Specific Learning Difficulties, which opened on 7 January 1997, has five co-located functions:

- ✓ The Red Rose Independent Day School for children with Sp.L.D.
- ✓ An Assessment and Tutorial Centre, including a 'Drop-in' service for anyone wishing to discuss Sp.L.D. problems
- ✓ An accredited Sp.L.D. Teacher Training Centre
- ✓ Youth and Adult Support Services
- ✓ Sp.L.D. Research and Consultancy Services

## TRUSTEES, DIRECTORS & PROPRIETORS

- Colin Lannen, Proprietor  
*MSc, BSc, Dip.B.A., Sqn.Ldr.RAF(Retd.)*
- Dr. Sionah Lannen, Chartered Educational Psychologist, Proprietor  
*Ph.D., C.Psychol., M.App.Sci.(Ed.Psych.), M.Ed.(Psychol), BA, Dip.Ed.Psych., Dip.C.E., Cert.Remedial Ed.(Sp.L.D.), AFBPsS*
- Dr. Gavin Reid, Chartered Educational Psychologist  
*Ph.D., C.Psychol., M.App.Sci.(Ed.Psych.), M.Ed.(Psychol), BA(Hon), MA(Ed.), A.Dip.S.E.N., PGC.Counselling, AFBPsS*

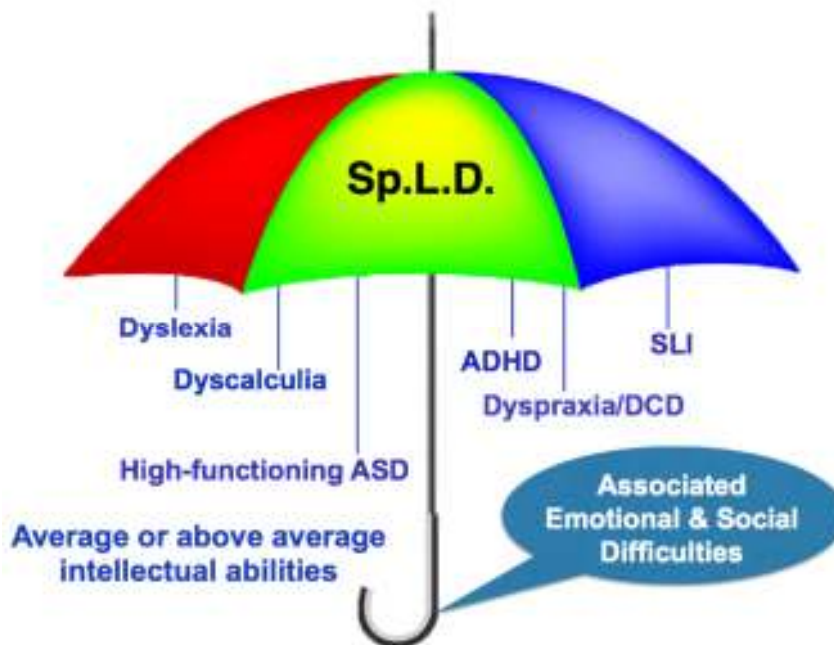
## Head Teacher

Mrs Gill Makinson

The Red Rose School, established in 1997, is an independent day special school (DfES Registration: 888/6032).

At the Red Rose School we provide for the educational, emotional and social needs of up to 52 boys and girls, aged between 7 and 17 years, of average and above average intelligence who experience Sp.L.D. and/or experiences which cause them to become delicate and vulnerable in a mainstream setting.





Pupils placed at the Red Rose School, by several Local Education Authorities (LEAs) and also privately by parents, fall within the Sp.L.D. continuum from mild to severe. There are often multiple diagnoses from various medical, social and educational professionals and associated support agencies. In many cases, the complexities and extended timeframes (some over many years) have made the diagnoses very difficult, resulting in cross-over/s (comorbidity) and linkages between the various diagnoses. The above diagram is the 'reality' of pupils placed in the school. Many have failed or are failing in the mainstream educational environment and this situation has made them delicate and vulnerable. The majority of pupils arrive with a very low self-esteem/self-concept.

It is important to recognise the additional needs of delicate and vulnerable children and we place a high priority on providing a learning environment that caters for the diversity of emotional and learning needs in order to help children achieve their potential.

## DEFINITION OF SpLD

Persons identified as having a Specific Learning Difficulty (SpLD) or Difficulties all show different intellectual and emotional profiles, strengths and weaknesses, learning styles and life experiences. Within this context, SpLD can be identified as distinctive patterns of difficulties, relating to the processing of information, within a continuum from very mild to severe, which result in restrictions in literacy, language, number, motor function and organisational skills. Associated social and emotional difficulties are common ([www.euspld.com](http://www.euspld.com)). Research shows that the coexistence of SpLD (dyslexia, dyspraxia etc.) is the norm rather than the exception.

*Dr. Sionah Lannen & Dr. Gavin Reid, Lancashire Centre for Specific Learning Difficulties*

Both Dr Sionah Lannen and Mr Colin Lannen were the Directors of 2 recent major EU Projects. The latter 3-year, 350,000 euro, Project finished in 2017 and introduced SpLD e-teacher training throughout Europe. Therefore, the most up to date definitions of SpLD and the associated resources to support persons with SpLD can be found in the Project website [www.euspld.com](http://www.euspld.com).

**MARCH 2018 – FINAL EU EVALUATION: 91 OUT OF 100  
OUTSTANDING**

Unfortunately, within nations and professions there are variations in definitions. However, the key is not the ‘purity’ of any definition but what professionals do with the labels to facilitate correct strategies to ensure the child’s needs are met. This is especially true when co-morbidity of learning difficulties is seen to be **‘the rule rather than the exception’**.

## CO-EXISTENCE/CO-MORBIDITY

### Definition:

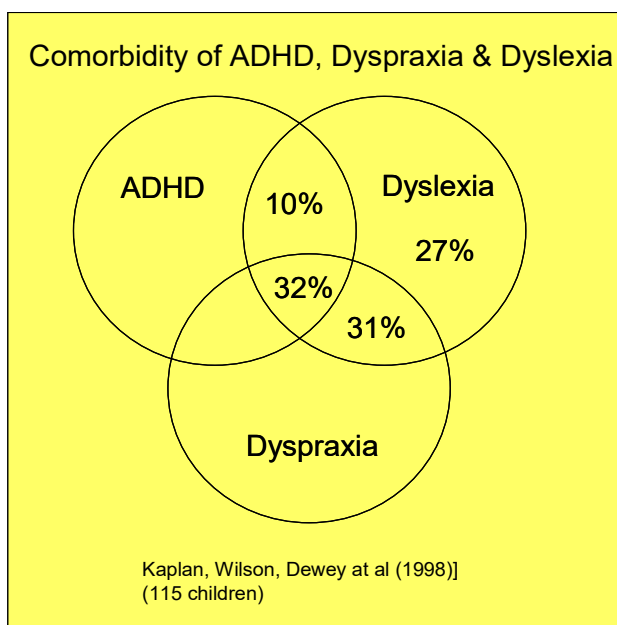
Two or more SpLD with separate and different aetiologies which can present simultaneously or sequentially. (Perrin & Last, 1995).

Alternative terms that could be used include:

- Co-occurrence, meaning accompaniment: an event or situation that happens at the same time as or in connection with another (can have a causal relationships)
- Co-existing meaning existing at the same time
- Overlap meaning coincide partially or wholly

An example of co-existence research:

Additional research is detailed at Annex A.



## **DfE: SEND Code of Practice: 0 to 25 years, January 2015**

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Extract:

'1.21 Parents of children who have an EHC plan and young people who have such a plan **have a right to ask for a particular educational institution to be named in the plan..**'

'4.30 The Local Offer **must** include information about:

- **institutions approved under Section 41** of the Children and Families Act 2014'

***Note: Red Rose School is included in the List of independent institutions approved under section 41 of the Children and Families Act 2014 and in the Lancashire LEA Local Offer***

### **RED ROSE SCHOOL MISSION STATEMENT**

Every child deserves to reach his or her full potential. This potential will be reached by providing each child, within an overriding Christian ethos, with a pastoral and motivational environment where experienced professionals, using recognised up to date resources, can provide individual curriculum differentiation and support in the building of each child's academic progress, self-esteem and personal and social development within the setting of a broad and balanced education.

Hence the School Motto:

**Strive Together to Achieve Success**

### **SCHOOL GOALS**

The goals of the Red Rose School are to help each child realise his or her full potential within a pastoral environment through:

- ✓ A small and safe school environment.
- ✓ Small Class numbers.
- ✓ Establishing an ethos of high expectations and a 'can-do' attitude.

- ✓ Establishing trust through exceptional relationships with each child.
- ✓ Continuous building of self-esteem and their ability to learn autonomously.
- ✓ Measured and continuous progress in academic achievement and personal and social development.
- ✓ Provision Maps, including appropriate support such as individual academic and movement tuition and counselling.
- ✓ Through Education for Sustainable Development (ESD), including the outcomes of 'Help Children Achieve More', to strive to ensure that positive individual and global citizenship and moral values are embraced to enable each child to reach their true potential whilst at school and after leaving school.
- ✓ Developing the necessary skills through the application of proven educational strategies. Consistency of approach by different teachers is essential.
- ✓ Partnership with parents and other relevant agencies throughout the on-going provision.

## **CURRICULUM PROVISION**

All pupils receive a broad and balanced education with complete access to the curriculum at each child's level of academic, social and emotional ability.

Prior to placement in the Red Rose School pupils have failed or in process of failing within the mainstream setting. In many cases, even with additional SEN resources, pupils have not been able to access the mainstream curriculum and, as a consequence, not received a broad and balanced education.

In particular, many pupils have had emotionally damaging experiences with testing, some arriving with a real fear of all test situations. Therefore, we have created a robust non-threatening specialised curriculum with performance evaluation and monitoring to ensure that progress can be evidenced. In addition, National Curriculum Attainment Targets are used as appropriate, as a bench mark tool to facilitate assessment or reintegration.

The School's priorities within the curriculum are:

- ✓ to provide a broad and balanced specialised curriculum meeting the needs of the individual pupil.
- ✓ continuous building of self-esteem and the ability to learn autonomously.
- ✓ high expectations.
- ✓ to measure and show continuous progress in academic achievement and personal and social development, ensuring that each child

develops a true understanding of his/her potential and embraces the coping strategies to overcome his/her difficulties.

- ✓ where appropriate, to improve each child's motor control difficulties.
- ✓ for pupils with Education, Health & Care (EHC) Plans, to meet the stated objectives.

## **LEARNING STYLES, DIFFERENTIATION AND ASSESSMENT**

### **LEARNING STYLES**

Recognition and working to the strengths and weaknesses of individual's learning styles are a key factor in teaching our pupils.

### **DIFFERENTIATION**

Differentiation is used to mean the identification of, and effective provision for, a range of abilities in one classroom, such that pupils in a particular class need not study the same things at the same pace and in the same way at all times.

Differentiated approaches should mean that the needs of children with learning difficulties are discerned and met. Differentiation is synonymous with good teaching and is the process of assessing the needs of children and adjusting teaching methodologies, materials, pacing and expected outcomes accordingly. The most important feature of successful differentiation is good planning, firstly at whole school level with senior management taking responsibility for curriculum support, and secondly at classroom level with the class teacher involved in a cycle of assessment, curriculum support and evaluation.

### **ASSESSMENT**

Assessment is crucial to the implementation of an effective teaching programme.

Assessment is inseparable from the teaching process since its prime purpose is to improve pupil's performance. It should help teachers to diagnose pupils' strengths and weaknesses; to match the work of the classroom to their capabilities; to guide them to appropriate courses and groups; to involve them in self-appraisal.

Assessment, does not mean full scale weekly or termly reading, spelling and number tests (though there is a place for such normed tests to be used) but a continuous analysis of **what** we are teaching and **why**, an observation of **how** our pupils are learning and the difficulties they are encountering. This will lead on to the devising of alternative strategies to enhance learning.

Standardised Assessment will be used for the purpose of measuring academic progress and personal and social development as appropriate) for reviews.

## ANNEX A

### CO-MORBIDITY RESEARCH

There is a great volume of research into co-morbidity from the 1960s to present. This research is best summed up in '*Co-Occurrence of Developmental Disorders: Children Who Share Symptoms of Autism, Dyslexia and Attention Deficit Hyperactivity Disorder*' Ginny Russell and Zsuzsa Pavelka, March 2013

Extract:

Two conclusions can be drawn. First, co-morbidities between developmental disorders are common, and second, the causes of these overlapping difficulties are likely to be complex, multifactorial and interacting. Firstly, the high overlap between symptoms of different developmental disorders has been identified in a number of studies and there is an international consensus on this overlap. Studies from Canada, the UK, USA and Scandinavia all show how hard it is provide an unequivocal diagnosis, leading to the quote from Kaplan and her colleagues (2001) in developmental disorders ***co-morbidity is the rule, not the exception.***

It is plausible that the same underlying genetic or neurological mechanisms may underlie co-occurrence of dyslexia, ADHD and ASD.