

Sheerhatch Primary School

Dyslexia Guidance

This policy should be read in conjunction with the school's SEND Policy.

WHAT IS DYSLEXIA?

The British Dyslexia Association's (BDA) define dyslexia as:

A learning difference, a combination of strengths and weaknesses which affect the learning process in reading, spelling, writing and sometimes numeracy.

People with dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively.

The BDA recognizes that:

Some children have outstanding creative skills; others have strong oral skills.

Dyslexia occurs despite normal teaching, and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above average intelligence.

EARLY IDENTIFICATION AND PROVISION

The school's policy for assessment and identification of children's special needs is set out in the SEND Policy. It is the teacher's responsibility to recognise the early signs of dyslexia and arrange for preliminary assessments, in liaison with the SENDCO. Parents and carers also need to be informed of the difficulties their child is encountering. Indeed, it may be their initial concerns that have alerted the teacher.

Assessment should include: background information, pupil interview and classroom observation.

Action taken is guided by the school's SEND Policy, the SEN Code of Practice 2015, and the available school resources. It may include all or some of the following:

- Appropriate differentiated planning by the class teacher.
- Specific targeted interventions
- Support from a Teaching Assistant, under the guidance of the class teacher. The SENDCO will offer support where appropriate.
- Regular reviews to determine progress and evaluate effectiveness of support.
- Consultation with or referral to the Educational Psychologist (in complex cases).
- All teaching staff have had Dyslexia CPD delivered by Tim Long (Head of SEND at Bedford Borough).

PROVISION

Access to the mainstream Curriculum:

- Pupils with dyslexia have access to the full, broad and balanced curriculum.
- All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate.
- Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources (pastel coloured paper, laptop for writing pieces, suitable proformas). Staff produce learning materials that are dyslexia friendly.

Sheerhatch Primary School has access to the **Educational Psychologist buyback scheme**. This means that if the school needs additional support and strategies for Dyslexia, this provision is available to us.

Staff support pupils in some, or all, of the following ways on a day-to-day basis.

General:

- Raise pupils' self-esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.
- Give limited instructions at a time. Ask pupils to repeat instructions to you. Repeat instructions until s/he can repeat them back.
- Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.
- Use of routine and structure in an organized classroom.
- Use of visual timetables.

Reading:

- Do not ask pupils to read aloud without preparation.
- Teach unfamiliar subject words.
- Help with study skills such as skimming, scanning, selecting key words.
- Teachers' handwriting is legible and worksheets are typed in dyslexia friendly fonts.

Spelling:

- Mark written work on content and encourage the use of a wide vocabulary.
- Correct only a few errors. (up to 5 KS1, Up to 10 KS2).
- Teach the spelling of subject specific words. Do not overload pupils.
- Give all pupils a list of subject specific words to be stuck into their exercise books for reference.
- Have lists of subject specific words on display in teaching rooms.
- Allow the pupils to read work back to you if you cannot read it.

Written work:

- Encourage legible handwriting but do not expect it to change.
- Do not ask for work to be written out again unless it is much worse than usual.

- Either give more time, or photocopy notes from another pupil or a 'parallel' book kept by a TA.
- Accept less written work.
- Let children have a draft page to help them gain confidence.

Assessment:

- Assess through oral responses.
- When setting long responses, use writing frames and mind maps.

Ways of assessing understanding without too much writing:

- Matching questions to answers
- True/false statements
- Sentence matching ('tops and tails')
- Multiple choice
- Labelling diagrams
- Table/grid completion
- Title – paragraph match
- Sentence completion
- Sequencing

The SENDCO (D.Kipling) has undertaken the National Award for SENDCOs and is able to carry out the Dyslexia Portfolio indicator test if required.

The school is building a resource bank of materials suited to teaching pupils with dyslexia. These 'wave3' materials include:

- Magnetic spelling and word building sets
- SoundsWrite
- Toe by Toe Intervention
- Dyslexia friendly page colour and fonts used.
- Reading rulers and coloured overlays
- Stareway to Spelling intervention

PARTNERSHIP WITH PARENTS & CARERS

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents have regarding their child. We share information with parents about the measures that are being taken to address the child's difficulties and ensure that parents understand the system (the 2015 Code of Practice, role of staff, support services and funding system). We ensure that parents are involved in the target-setting process and the review of the targets set.

