



# Dyslexia POLICY 2019

Date approved by D&P Committee: .....

Signed by Chair of Governors: .....

Signed by Head Teacher: .....

Date of next review: .....

Available on Office 365 Sharepoint

## **Aims**

- To identify and support children with the specific learning difficulty of dyslexia.
- To create dyslexia-friendly classrooms which provide opportunities for children with different learning styles to flourish.

## **Principles**

At Priory Junior School, we recognise that some pupils, despite often having average or above average intellectual ability and good oral skills (talking and listening), have difficulty learning to read or to spell and write fluently. These pupils may be described as having specific learning difficulties or dyslexia. We recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We also recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may affect their learning and emotional well-being. Therefore, a child's self-esteem and confidence goes hand in hand with successful learning.

At Priory Junior School Governors and all staff are committed to supporting pupils with dyslexia across the curriculum. All staff recognise key factors that may co-exist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

## **Provision**

### **Teaching Strategies:**

No two dyslexic children are alike and the difficulties they experience will vary greatly. Therefore, our teaching styles must reflect children's differing needs. These can include:

- Exploring a wide range of recording styles for children
- Use of ICT to aid literacy including recording devices, such as talking tins, talking whiteboards and dicta phones and word processors.
- Appropriate support for children will be provided from a range of materials, including coloured paper, exercise books, reading overlays, different coloured backgrounds for the interactive white boards,
- Use of ICT to help develop phonic and reading knowledge, such as e-books and specific dyslexia centred software e.g. Nessy
- Use of pictorial cues
- Use of visual timetables
- The use of a marking policy, which recognises that children with dyslexia type difficulties are likely to have particular difficulties with the written word.

In order to increase the confidence and enjoyment of learning for a dyslexic child, we employ a whole range of methods. Some of these methods include:

- Use of reading books that are at an age appropriate interest level, whilst being at the correct reading level for the individual child.
- Organising reading buddies

- Printing off information for the dyslexic child, rather than expect them to copy/search for information from the whiteboard
- Use of precision teaching to help improve sound and word recognition
- Use of speed reading techniques to improve reading fluency and word recognition
- Using a range of learning and teaching styles of that information and ideas are exchanged through auditory, visual and kinaesthetic means.

In school, we discuss learning styles with pupils so that they are aware of how they learn best. This can help us find the best way to teach a dyslexic child.

### **Dyslexia friendly classrooms:**

It is our aim that our school building is dyslexia friendly.

Our classrooms:

- Are arranged so that during lessons dyslexic children sit facing the board and next to supportive friends.
- Have clearly labelled resources
- Use colour tinted backgrounds on the interactive whiteboards
- Use coloured paper for worksheets, letters and information
- Have a range of dyslexia friendly resources to support individuals
- Have interactive displays, which can word lists and topic vocabulary, photographs and pictures
- Are appropriately lit and well-ventilated to provide a comfortable learning environment
- Use coloured overlays and different coloured pens on boards/ displays.
- Are tidy and well-organised
- Have literacy mats featuring common and topic words, ICT (talking tins, laptops/iPads at key parts of the day etc.)

### **Identification of dyslexic tendencies**

It is the teacher's responsibility to recognise the early signs of dyslexia and arrange for preliminary assessments, in liaison with the SENCO. Parents and carers also need to be aware of the difficulties their child is encountering. Indeed, it may be their initial concerns that have alerted the teacher. Assessment should include: background information from a discussion with parent/carer, pupil interview, classroom observation and work scrutiny. Evidence is collated to build up a profile over time to monitor the child's area of need and response to intervention.

### **Action taken by the school may include:**

- Appropriate differentiated planning by the class teacher.
- A Pupil Profile/ Individual Provision Map.
- Support from a Teaching Assistant, under the guidance of the class teacher.
- Regular reviews to determine progress and evaluate effectiveness of support.
- Additional advice may be sought from appropriate outside agencies for additional support.

### **Partnership with Parents**

We encourage parents to share their concerns and recognise that parental anxiety is very often justified. We welcome information parents have regarding a 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 methods we are using. Regular reviews of progress are made.

## **Leadership**

The school lead for Dyslexia is the SENCo, Mrs Brown, and appointments can be made with her to discuss any questions or concerns parents may have. In the first case, however, parents should raise concerns with their child's class teacher.

Dyslexia Friendly teaching is a termly staff meeting agenda item and is monitored termly by SLT. The Headteacher provides termly updates regarding the school's Dyslexia friendly provision as part of the Headteacher's report to Governors.

The school SEN Governor is responsible for overseeing the strategic development of SEN and Dyslexia Friendly provision and works in close partnership with the SENCo and SLT. As and when other school leaders review their policies, it is expected that the commitment to, and arrangements for, Dyslexia Friendly approaches is included in any reviews.

## **Complaints procedure**

The first step for any parent who has a complaint is to come into school and speak with us. Often simple misunderstandings can be easily sorted. Initially, parents should ask to speak with the class teacher who will usually be able to rectify the problem. It may be that, following an initial meeting, the SENCo may become involved. If parents are still unhappy, they can speak with the Headteacher or the Deputy Headteacher. The next step would then be to inform the Governors.

## **Appendix 1**

### **What is Dyslexia?**

#### **Dyslexia in the Code of Practice (2015)**

Dyslexia falls within Cognition and Learning as a broad area of need in the June 2014 SEND Code of Practice. The first response to concerns raised will be the provision of high quality teaching with adaptations and differentiation to encompass the strengths and needs of all pupils. The SEN Code of Practice states that 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (Code of Practice 6.36). With this approach, an assessment of dyslexia is not required in order to begin

implementing strategies to support dyslexic learners, as these are embedded in dyslexia friendly classroom practice. Where there are ongoing concerns about the learning and progress of individual pupils, these will be addressed through following a graduated response.

## **Dyslexia: A Learning Difference**

Dyslexia can be described as a 'Learning Difference'. Using this model there is an emphasis on pupil strengths and learning preferences with focus on how all lessons are planned, resourced and taught. The 'difference' model puts an emphasis on inclusive teaching strategies which are designed to empower all learners to be the best they can be.

## **Appendix 2**

### **Dyslexia Indicators**

<https://www.bdadyslexia.org.uk/advice/children/is-my-child-dyslexic/signs-of-dyslexia-primary-age>

### **Signs of dyslexia (Primary school age)**

If a child appears to be struggling with spelling, reading, writing or numeracy, how do you know whether these difficulties are potential indications of dyslexia?

There are some obvious signs such as a 'spiky' profile which means that a child has areas of strong ability alongside areas of weakness. You may also have other family members with similar weaknesses. Remember that not all dyslexic children will display the same weaknesses and abilities.

General signs to look for are:

- Speed of processing: slow spoken and/or written language
- Poor concentration
- Difficulty following instructions
- Forgetting words

### **Written work**

- Poor standard of written work compared with oral ability
- Produces messy work with many crossings out and words tried several times, e.g. wippe, wype, wiep, wipe
- Confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w
- Poor handwriting with many 'reversals' and badly formed letters
- Spells a word several different ways in one piece of writing
- Makes anagrams of words, e.g. tired for tried, bread for beard
- Produces badly set-out written work, doesn't stay close to the margin
- Poor pencil grip
- Produces phonetic and bizarre spelling: not age/ability appropriate
- Uses unusual sequencing of letters or words

### **Reading**

- Slow reading progress
- Finds it difficult to blend letters together
- Has difficulty in establishing syllable division or knowing the beginnings and endings of words
- Unusual pronunciation of words
- No expression in reading, and poor comprehension
- Hesitant and laboured reading, especially when reading aloud
- Misses out words when reading, or adds extra words
- Fails to recognise familiar words

- Loses the point of a story being read or written
- Has difficulty in picking out the most important points from a passage

### **Numeracy**

- Confusion with place value e.g. units, tens, hundreds
- Confused by symbols such as + and x signs
- Difficulty remembering anything in a sequential order, e.g. tables, days of the week, the alphabet

### **Time**

- Has difficulty learning to tell the time
- Poor time keeping
- Poor personal organisation
- Difficulty remembering what day of the week it is, their birth date, seasons of the year, months of the year
- Difficulty with concepts – yesterday, today, tomorrow

### **Skills**

- Poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil
- Limited understanding of non verbal communication
- Confused by the difference between left and right, up and down, east and west
- Indeterminate hand preference
- Performs unevenly from day to day

### **Behaviour**

- Uses work avoidance tactics, such as sharpening pencils and looking for books
- Seems 'dreamy', does not seem to listen
- Easily distracted
- Is the class clown or is disruptive or withdrawn
- Is excessively tired due to amount of concentration and effort required

A cluster of these indicators alongside areas of ability may suggest dyslexia and further investigation may be required.