



*St Francis Church of England Voluntary Aided Primary School*

## Dyslexia Friendly School Policy

Policy drawn up by Special Educational Needs Coordinator in consultation with staff and governors

Date March 2015

Version No	Date	Change/Review
V1.0	November 2014	Policy prepared
V1.1	March 2015	Policy agreed
V1.2	January 17 <sup>th</sup> 2017	Ratified
V1.3	January 2019	

Review date January 2019

# Dyslexia Friendly School's Policy

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

## WHAT IS DYSLEXIA?

A definitive definition of dyslexia has long been problematic, however in selecting a definition the Rose Report concluded the following:

***Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not by themselves markers of dyslexia' (2009)***

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.

## PRINCIPLES

As part of the Dyslexia Friendly Schools Initiative here at St Francis C of E Primary School we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being. Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan. All staff recognise co-occurring 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.

## EARLY IDENTIFICATION AND PROVISION

The school's policy for assessment and identification of children's special needs is set out in the SEN Policy. It is the teacher's responsibility to recognise the early signs of dyslexia and arrange for preliminary assessments, in liaison with the Special Educational Needs Co-ordinator (Hester Millsop – EYFS, Karen Mace – KS1 and 2). 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, pupil interview, classroom observation, norm-referenced and criterion-referenced assessments.

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

- Appropriate differentiated planning by the class teacher.
- An Individual Education Plan.
- Support from a Teaching Assistant, under the guidance of the class teacher and/or Special Educational Needs Co-ordinator.
- Regular reviews to determine progress and evaluate effectiveness of support.
- Consultation with onsite Dyslexia specialist (Karen Mace) or referral to the Advisory Teacher for SpLD/Dyslexia (in complex cases)
- Educational Psychologists are always involved with children who have a Statement or who are undergoing Statutory Assessment. Schools can talk to their Educational Psychologist about any other pupil.

## **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. They produce learning materials that are dyslexia friendly.

**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.
- Use the information supplied in the IEP- if the pupil has one. The Special Educational Needs Co-ordinator will have assessed the pupil and prioritised what needs to be learned.
- Give two 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.

**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.
- Use an off-white background on the Smart board.
- Handouts should be on buff coloured paper and fonts used should be rounded, dyslexia friendly
- Fonts such as Comic Sans, Tahoma or Arial.
- Test children for Visual Stress and provide overlays, coloured books and whiteboards where appropriate.

**Spelling:**

- Mark written work on content and encourage the use of a wide vocabulary.
- Correct only a few errors.
- 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.

### **Assessment:**

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

Ways of assessing understanding without too much writing:

- Matching questions to answers
- True/false statements
- Sentence matching
- Multiple choice
- Labelling diagrams
- Categorising
- Table/grid completion
- Title – paragraph match
- Choosing a précis
- Sentence completion
- Sequencing

A range of teaching styles are used to engage different learning styles. Pupils are encouraged to develop an awareness of their own learning style preferences.

### **Multi-sensory learning:**

Most people have a dominant learning style:

#### **Auditory learners**

20 – 30% of school age children remember what is heard

These learners:

- Talk to themselves
- Mouth words
- Like speeches/singing
- Tell jokes
- Prefer verbal

## **Kinaesthetic learners**

30 - 40% of school age children remember when they use their hands or whole body to learn.

These learners:

- Like physical activity
- Move a lot
- Make and/or alter things
- Remember by doing
- Like action words

## **Visual learners**

40% of school age children remember what is seen.

These learners:

- Like pictorial lessons
- Don't listen well
- Day dream often
- Like an overall view
- Draw, scribble, doodle
- Prefer images to words

Addressing different learning styles in lessons:

## **Auditory learners**

- Explain
- Repeat
- Discuss
- Use tapes
- Use poems
- Tell stories
- Use dialogue
- Use drama
- Read aloud

## **Kinaesthetic learners**

- Be practical
- Use three dimensional models
- Make things
- Use tactile experience
- Move about
- Write

## **Visual learners**

- Use pictures
- Use diagrams
- Use colour coding
- Use highlighting
- Use handouts
- Do practical demonstrations

Special arrangements are made for pupils with dyslexia taking school exams. We aim to ensure smooth transition for dyslexic pupils between the key stages. Karen Mace is qualified with the Postgraduate Diploma in Specific Learning Difficulties spld (Dyslexia) and is able to make a diagnosis.

As a school we are building a resource bank of materials suited to teaching pupils with dyslexia. These include:

- Coloured overlays and coloured exercise books
- Talking tins and Dictaphones
- Alpha to Omega
- Toe by Toe
- Clicker 6
- Write online
- Wesford
- SoundsWrite
- Accelerated Accelewrite
- Precision teaching

## **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 especially as dyslexia can run in families.

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 Revised Code of Practice, role of staff, support services and funding system).

We ensure that parents are involved in the target-setting process, the IEP and the review of the targets set.