



WHAT IS DYSLEXIA?

The Rose report (2009) definition of Dyslexia is:

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.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

It is important to note that although all school staff are aware of Dyslexia and its characteristics, we are not able to give a formal diagnosis of Dyslexia. Therefore this policy refers to pupils with Dyslexic tendencies. However, the resources and strategies suggested throughout are recommended for use with Dyslexic pupils, but they can be beneficial to all pupils. Mrs Trott (SENCO) is the named person to speak to, if you have concerns regarding this area.

PRINCIPLES

At Twineham CE Primary School we recognise the strengths of pupils with dyslexic tendencies and aim to use them as pathways to learning. We recognise that pupils with dyslexic tendencies are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being. We aim to remove barriers to the children's learning and all staff 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. Governors and senior managers are committed to supporting pupils with dyslexic tendencies across the curriculum. We also strongly 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. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. The class teacher may recognise dyslexic tendencies and arrange for preliminary assessments, in liaison with the Special Educational Needs co-ordinator (SENCO). However, the parents may also raise concerns about their child's learning and progress, and it may

be the parents' concerns that have alerted the teacher. When gathering information about a child progress, a discussion with the pupil and their parents will take place. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Assessment may include: background information, pupil interviews, classroom observation, standardised test scores, miscue analysis of work. The action taken is guided by the school's SEN Policy, the SEN 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
- Regular reviews to determine progress and evaluate effectiveness of support
- Consultation with or referral to the Advisory Teacher for SpLD/Dyslexia (in complex cases).

PROVISION

Each class teacher will aim to create a dyslexia friendly classroom. Teachers will consider using the following information to help plan their environment and adapt their teaching style.

Changes to the physical environment:

- Have a quiet area of the room – quiet with limited distraction, can be used for time out for anxious pupils
- Place analog and digital clocks on the wall next to each other
- Visual timetable
- Alphabet, HFW and topic vocabulary / information displayed on the wall / table
- Use prompts or displays showing ways to form letters and numbers, to help pupils get them the right way round – b, d
- Think about seating positions
- Use off-white for screen backgrounds on computers and interactive whiteboards. (Some pupils prefer pastel colours, while others prefer cream. Where possible, offer a selection of paper so pupils have a choice)

Assessment:

- Mark work alongside pupil/during lessons whenever possible (instant feedback)
- Involve pupils in their own marking and assessments
- Keep clearly visible record of progress
- Assess writing against lesson objectives
- Use positive marking for spelling with follow-up activities/ monitoring
- Offer oral testing and extended time for formal assessments
- Allow use of electronic devices when completing work or tests e.g. spell checker, computer, calculator
- Use word/topic lists to support writing



Further reading: marking policy	
Working with individual pupils:	<ul style="list-style-type: none"> • Assess strengths and weaknesses. Build on strengths (e.g. reasoning and problem solving) • Praise achievements, however small • Use positive reinforcement – rewards and consequences • Assess and target gaps in phonological knowledge • Give pupils time to formulate verbal responses • Give pupils opportunities to hear a response modelled • Provide opportunities to speak in smaller group settings • Re-phrase questions if necessary • Provide visual support to help sequence or formulate a verbal or written response •
General strategies:	<ul style="list-style-type: none"> • Multi - sensory approaches e.g. making things visual and, where appropriate, using 'concrete' objects, so that pupils can touch and smell • Create a multi-sensory approach to spelling – planning, making, seeing, doing, reading, and hearing. By using these skills, your child will be given a wider 'experience' of the words you are working on, which will help their memory • Make sure pupils have 'buddies' to support them at appropriate times e.g. when they are tackling a task they are not confident in • Encourage pupils to use structures approaches such as mapping ideas out under different headings • Use, and encourage pupils to use, alternative ways of recording: Drawing, Diagrams, Voice recording, Video and annotated still photographs • Always give out homework or other independent study tasks well before the end of the lesson, and make sure they remain available to pupils.
Further reading: Homework policy	

Adapted from 'Creating a dyslexia Friendly Classroom' - from Specialed.com
and 'Nasen: A whole school approach to
improving access, participation and achievement information'

PARTNERSHIP WITH PARENTS

We encourage parents to share their concerns and recognise that parental anxiety is very often justified. 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. We ensure that parents are involved in the target-setting process, the IEP and the review of the targets set.

Flow chart to show the stages of support / provision for children with Dyslexic tendencies

