

SUPPORTING RESOURCES

Strategies for Developing Dyslexia Awareness and Encouraging Pupil Involvement

A dyslexia friendly school aims to help pupils understand what dyslexia is. Dyslexic pupils are encouraged to recognise and celebrate their differences whilst their peers are encouraged to understand and respect those differences.

Pupils should be involved in the process of developing a dyslexia friendly school and schools could consider setting up a pupil steering group/ student voice group.

Suggestions for developing pupil involvement in the dyslexia friendly school process

- A group is set up with representatives from each class with the intention of investigating resources and approaches to help pupils that are finding literacy difficult.
- Pupils are involved in researching what dyslexia is and set up a notice board / display that is displayed prominently in the school, along with a pupil friendly dyslexia friendly school policy.
- Pupils investigate famous dyslexics with a focus on their strengths and disseminate this information to their peers through an assembly, tutor groups or PHSE sessions, for example.
- Pupils research resources which could be used in classrooms e.g. dyslexia friendly tool box.
- A pupil workshop is held to share with peers their findings using, for example, Youtube clips. The workshop could provide opportunities for pupils to try out overlays, reading rulers, pencil grips etc.
- Pupils research dyslexia friendly texts (e.g Barrington Stoke) and select their favourites to purchase for classrooms or school library.
- Pupils research fonts and choose the school's agreed font. This is then used for letters, worksheets and signs displayed around the school.
- The pupil group could present to parent council and parents / carers at parents night to share research and what is happening within the school.
- Pupils research strategies and implement a monthly strategy that is trialled across the school, monitored by them and evaluated at the end of each month to decide if it should be embedded.
- Pupils interview candidates for succession into the next year and work together to create an action plan for that group to ensure dyslexia friendly practices continue.

Student Passports

Contents of Student Passports (see overleaf for example)

The Student Passport covers the following key areas and is always on one side of A4 paper.

- Student information and photograph... (this provides a personalised approach to the document)
- I would like you to know that... (the young person's 'first hand' description)
- This means that... (again 'first hand' information for teachers from the student)
- I find it difficult to... (key areas that are difficult, agreed after discussion)
- It would help me if you could... (practical strategies and tips to support the identified areas of need)
- I will help myself by... (agreed strategies and practical solutions for the young person)
- Additional support... (noted additional support; SaLT, therapy sessions, TA support etc...)
- Access arrangements... (clearly noted assessment needs – extra time, reader/scribe etc...)
- Data/information... (key data/information, as required – summarised for ease of reference)

Example:

<p>I WOULD LIKE YOU TO KNOW THAT:</p>	<p>STUDENT PASSPORT</p>		<p>I FIND IT DIFFICULT TO:</p>
<p>THIS MEANS THAT:</p>	<p><i>Student name</i></p>		
	<p>D.O.B:</p>	<p><i>Pic of student</i></p>	
	<p>Form:</p>		
	<p>DATE OF UPDATE:</p>		
<p>ACCESS ARRANGEMENTS:</p>			
<p>ADDITIONAL SUPPORT:</p>	<p>Key worker:</p>		<p>IT WOULD HELP ME IF YOU COULD:</p>
	<p>DATA & ATTAINMENT INFORMATION</p>		<p>I WILL HELP MYSELF BY:</p>

Books to help with understanding about dyslexia – available to loan

	<p>Tom's Special Talent by Kate Garnor</p>	<p>Tom isn't sure if he really has any talents at all when he sees how good his friends are at writing and reading. A school competition helps him to find his very own 'special talent'.</p>
	<p>Why Can't I Read? By Laurie O'Hara</p>	<p>AJ can't read and he doesn't know why. Join him on his journey to learn about his dyslexia and how he gets help.</p>
	<p>Dyslexia Explained by Mike Jones</p>	<p>A book without too many words that helps parents understand dyslexia: the positives and difficulties and what helps. It can be used to help explain dyslexia to their child.</p>
	<p>The Illustrated Guide to Dyslexia and Its Amazing People By Kate Power & Kathy Iwanczak Forsyth</p>	<p>Dyslexia comes to life with visual imagery and colourful text in this new book on what dyslexia means, how it feels, what to do about it, and how to learn to embrace it.</p>
	<p>Creative Successful Dyslexic By Margaret Rooke</p>	<p>23 successful people with dyslexia share their stories and demonstrate that having dyslexia should not hold you back from achieving your potential.</p>
	<p>Dyslexia – A Teenager's Guide By Dr Silvia Moody</p>	<p>Helps young adults tackle problems with strategies uniquely suited to their needs.</p>
	<p>Knees: The Mixed-Up World of a Boy with Dyslexia by Vanita Oelschlager</p>	<p>Shows the ups and downs of life with dyslexia. Done in the style and size of a chapter book so that younger children and older children at low reading levels can read what seems to be an older child's book. Covers dyslexia's symptoms and the reasons school can be hard for dyslexics. Talks about some famous people who had or have dyslexia.</p>
	<p>My Name Is Brain-Brian by <u>Jeanne Betancourt</u></p>	<p>For children of 9-12 who feel they are the only dyslexic children in the world.</p>