LETHBRIDGE PRIMARY SCHOOL
DYSLEXIA FRIENDLY SCHOOLS POLICY

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

WHAT IS DYSLEXIA?

For Dyslexia Awareness Week 2014 The British Dyslexia Association's (BDA) defined dyslexia as:

Dyslexia is 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.

PRINCIPLES

As part of the Dyslexia Friendly Schools Initiative here at Lethbridge Primary School we recognize 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 compounding 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. Ongoing training continues to update staff's skills and understanding.

We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We achieve this through encouraging partnerships with parents and engaging pupil's in their own learning ('Parent Voice' and 'Pupil Voice').

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 SENCO. 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, classroom observation, norm referenced and criterion referenced assessments.

Action taken is guided by the school's SEN 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 – these will be detailed in the Provision Map.
- Support from a Teaching Assistant, under the guidance of the class teacher. The SENCO will offer support where appropriate.
- Regular reviews to determine progress and evaluate effectiveness of support.
- Consultation with or referral to the Advisory Teacher for SpLD/Dyslexia (in complex cases).
- Educational Psychologists are always involved with children who have a Statement or Education & Health Care Plan, as well as with those who are undergoing Statutory Assessment for an Education & Health Care Plan (to replace Statements from 2014 onwards).
- With parental consent schools can refer pupils to the Educational Psychologist.

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. Staff 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 in the current Provision Map. The SENCO will have assessed the pupil and prioritised what needs to be learned.
- 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. Do not cover work in red ink.
- 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 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
- ✓ 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	Kinaesthetic learners	Visual learners
20 – 30% of school age children remember what is heard	30 - 40% of school age children remember when they use their hands or whole body to learn	40% of school age children remember what is seen.
◊ Talk to themselves ◊ Mouth words ◊ Like speeches/singing ◊ Tell jokes ◊ Prefer verbal instructions ◊ Easily distracted by noise ◊ Listen well ◊ Like lectures ◊ Enjoy rhythm and rhyme ◊ Remember by listening ◊ Recall conversations ◊ Use talk well ◊ Spell out loud	▪ Like physical activity ▪ Move a lot ▪ Make and/or alter things ▪ Remember by doing ▪ Like action words ▪ Use gestures ▪ Fidget ▪ Like close proximity ▪ Need to visit a place to remember it	Δ Neat and tidy workplace Δ Like tidy work Δ Plan ahead Δ Like detail Δ Like to look good Δ Like similes and metaphors Δ Like pictorial lessons Δ Don't listen well Δ Day dream often Δ Like an overall view Δ Draw, scribble, doodle Δ Prefer images to words
Auditory learners say: "That rings a bell". "Sounds great to me".	Kinaesthetic learners say: "Let's tackle the issue" "Run that by me" "I'll handle that".	Visual learner say: "That looks right to me" "I can see what you mean" "I can picture the scene".

Addressing different learning styles in lessons:

Auditory learners	Kinaesthetic learners	Visual learners
◊ Explain ◊ Repeat ◊ Discuss ◊ Use tapes ◊ Use poems ◊ Tell stories ◊ Use dialogue ◊ Use drama ◊ Read aloud	▪ Be practical ▪ Use three dimensional models ▪ Make things ▪ Use tactile experience ▪ Move about ▪ Write	Δ Use pictures Δ Use diagrams Δ Use colour coding Δ Use highlighting Δ Use handouts Δ Do practical demonstrations

- Special arrangements are made for pupils with dyslexia taking school tests – these are called 'Access Arrangements'.
- We aim to ensure smooth transition for pupils with dyslexia between the key stages

The SENCO is undertaking the Masters Level National Award for SENCOs and has attended the two day Dyslexia Awareness Training. The school is building a resource bank of materials suited to teaching pupils with dyslexia. These 'wave3' materials include:

- Wordshark computer program
- Acceleread Accelewrite
- Precision teaching
- Wesford (Wiltshire Early Screening
- Reciprocal Teaching – Reading comprehension skills
- Writeonline
- Magnetic spelling and word building sets
- Clicker 5 & 6
- SoundsWrite
- Online touchtyping tutors eg BBC Dancemat
- Sound Discovery
- Toe by Toe
- Hi-lo reading books (High interest, low reading age) eg Phonics readers; Totem readers; Project X
- Barrington Stoke reading books – dyslexia friendly page colour and font used.
- Reading rulers and coloured overlays

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.

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To be reviewed Summer 2017