

 <p>Rushcliffe School</p>	Rushcliffe Family of Schools Dyslexia Friendly Schools Policy	
	Status: Adopted	
	Version No:	Date adopted by Governors:
	Named staff Document Manager:	Governors Sub Committee responsible:
	Review period:	Next review due by:
	Publish on:	Staff Intranet Yes / No
		Public facing Webpage Yes / No
Issue at Induction Yes / No		
<i>NB Uncontrolled when printed</i>		

The Rushcliffe Family of schools as part of their special needs provision endeavour to ensure the identification, assessment and intervention for pupils with Dyslexia takes a high priority. Our aim is to provide children with the skills to cope with/overcome their difficulties/challenges throughout their lives.

The policy has been developed with reference to

- DfEE SEN toolkit
- Nottinghamshire Guidance to Dyslexia Friendly Schools – Notts County Council
- Dyslexia friendly School pack – BDA

We are committed to;

- Undertaking training by the Schools and Families Specialist Services or other training providers in;
 - Dyslexia Awareness
 - Dyslexia Assessment
 - Dyslexia Intervention
- Early identification of dyslexia
- Keeping up to date with developments within the area of dyslexia
- Developing a bank of resources/strategies that enable children with dyslexic tendencies to learn
- Evaluating the effectiveness of our policies and practice
- This policy has been developed through collaborative work between the Family SENCOs and the Cognition and Learning Team from Schools and Families Specialist Services.

Definitions of Dyslexia

Nottinghamshire LA endorses the following definitions, believing them to be complimentary.

“Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills; others have strong oral skills. Whilst others have no outstanding talents, they all have strengths. Dyslexia occurs despite ... conventional teaching. It is independent of socio-economic or language background.”

British Dyslexia Association (BDA)

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.”

Division of Educational and Child psychology (DECP) (Report 1999)

Identification of Dyslexia

Early identification

- Schools will carefully monitor pupils' progress and areas of strength and weakness
- School will inform parents of any concerns
- After considering possible reasons for pupils lack of progress or specific areas of weakness, schools and parents will work together to discuss the benefits and disadvantages of completing a dyslexia screening (please note that screeners only indicate tendencies of dyslexia, they are not a diagnosis)
- Class teachers need to report any concerns to the SENCo and ensure differentiation is happening for pupils

Individual referrals

- Schools will consider information shared by parents/carers of factors that could indicate dyslexia
- Schools will review teacher concerns (this will supported with training to ensure all teachers have a good understanding of dyslexia)

- Schools will use appropriate tests/screeners to help support identification where appropriate
- Schools will monitor pupil progress regularly to check of potential discrepancies in chronology age expectations and current progress
- Schools will compare nature of difficulties with characteristics for children of the same age'
- Pupils may be referred in some cases to the Educational Psychologist or to someone from the Schools and Family Specialist Services (SFSS)

Whole school systems to identify dyslexia

Schools may use whole school screening at appropriate times in each institution. The purpose of screening is to identify tendencies only. Screening will be revisited throughout a pupil's '3-19 education journey.' See each school's timetable for screening and identification

The children screened will be those the school has concerns about through the above identification systems

Rushcliffe School

See appendix 1

Identification leads to...

- Pupils receiving the appropriate support, resources, and given strategies to help them with their difficulties
- Pupil placed at appropriate stage of SEN Code of Practice if applicable
- Observation of pupil learning to
 - Identify preferred learning style
 - Noting any vulnerabilities in learning
 - Informing classroom strategies or inventions
 - Appropriate teaching style
- Resources being used appropriate to pupils needs.
- Monitoring of pupil progress through reviews and/or pupil progress data
- Communication to parents and staff
- Pupil voice

Assessment of Dyslexia

Schools will select from the following assessment tools:

- Paper based screening for specific learning difficulties
- Computer based tests
- Moderation of pupil work/progress

- Review of pupil reading/spelling in line with chronological age
- Referral for full assessment
- Visual stress assessments

Once assessment has been made the school will

- Carry out information gathering (involving pupil & parents) and assessment to clarify areas of strength and areas to be developed
- Share with parents the type of support that is available
- Explain interpretation and implications of information gathering/assessment to parents and pupil
- Liaise with Schools & Families Specialist Services for advice at SA and intervention i.e. assessment/observation strategies/resources attending IEP review meetings at SA+ as appropriate
- Inform parents that external diagnostic testing is available for them to follow up on. However we would recommend that this is carried out in years 12/13 to support pupils post 18 education (although this may not be appropriate in all cases or in primary as a diagnosis could be useful at any age)

Transition

- In order to make a smooth transition from primary to secondary school, pupils identified with dyslexia or dyslexia tendencies will be marked on the schools Sims data base. This information will then transfer as pupils move from primary to secondary
- The Role of SENCos will be to transfer information between schools to ensure all relevant information is given to support learning
- Primary schools will notify parents information has been passed on
- To support new arrivals into the school during the year, each receiving school will have to ensure that student files on transfer are checked and a school will carry out further assessments if required
- School admissions forms/applications will be checked

Intervention for Dyslexia

- The use of dyslexia friendly practice/strategies in classrooms to encourage independent learning skills
- Training provided for teachers on a regular basis to ensure teachers are aware of strategies
- NQT/RQT training provided on differentiation and supporting pupils
- Creating a pen portrait of pupil learning needs, including pupil voice to share with staff to support teaching

- Quality assurance processes in schools to ensure needs of pupils with dyslexia are being met (lesson observations, faculty/year group tracking of progress)
- Monitoring progress through setting targets and reviewing regularly being mindful of maintaining pupil self esteem
- Set up appropriate intervention, individual or small group, using highly structured multisensory programmes for reading/spelling/writing, including Government initiatives if appropriate and ICT software
- Provide support via funding through ASN or AFN if necessary because of severe and complex difficulties which include other SEND needs in addition to dyslexia
- Request ICT solutions through Schools & Families Specialist Services if appropriate
- Provide support for tests and examinations, both internal and external as appropriate
- Introduce techniques to enable the pupil to become more independent and effective in their learning and accessing the curriculum.
- Providing resources appropriate to pupils needs through discussion (laptop, E-readers, coloured acetates, reading rulers)

Examinations – what help is available, how to access

Exam accommodations can include:

- Extra time (25% is usual for secondary school examinations)
- A reader.
- Oral language modifier.
- A scribe.
- Using a computer instead of handwriting.
- Using assistive software (screen reader/voice recognition).
- Exam papers to be on a coloured paper in dyslexia friendly font.
- Hard copy instead of on-screen.
- Supervised rest breaks.

To access the above

1. Pupils need to be at a substantial disadvantage in comparison to someone who is not disabled. The school needs to ensure that reasonable steps are taken to overcome difficulties
2. Pupils need to have a history of difficulty with writing or accessing information and the use of examination support will be their normal way of working within school and reflect the support given to the pupil within the school, particularly with the use of word processor or scribe.
3. The history may include a formal diagnosis of Developmental Co-ordination Disorder. The disability shall have a substantial adverse effect and be a barrier to assessment.

4. Schools will need to meet the requirement set by Standard and Testing Agency for early years to key stage 3 and Joint Council for Qualifications (JCQ) for GCSE and AS/A levels

The school has to ensure that it does not confer an unfair assessment advantage over other learners undertaking the same assessment.

Wherever a history of normal way of working does not exist, decisions concerning new requests for examination support shall be made by moderation process. Pupils tracking data and other evidence will be considered.

Home/School/Pupil Relationship

Parents will:

- Have their concerns regarding their child's progress acknowledged, discussed and responded to as appropriate, following processes outlined in the code of practice.
- Have their concern valued and acted on. Sometimes the parent/carer and school may have different views about a child's learning profile and its impact on progress.
- Know that schools work collaboratively with parents/carers to collect evidence of the pupil's performance to inform discussion.
- Have access to advice concerning the nature of their child's difficulties and how best to support them at home.

Pupils will:

- Be regarded as active partners in the learning process.
- Be encouraged to help set learning targets with their teacher and be supported to identify their own preferred learning style.
- Receive feedback on their progress

How dyslexia can impact on child

Throughout their school careers a dyslexic child may:

- Appear bright and able, but can't get their thoughts down on paper;
- Have areas in which they excel, particularly in drama, art and debating;
- Be clumsy;
- Act as the 'class clown' to mask what they see as their academic failure;
- Become withdrawn and isolated, sitting at the back and not participating;
- Be able to do one thing at a time very well but can't remember an entire list;
- Look 'glazed' when language is spoken too quickly;

- Go home exhausted at the end of a normal day because they have had to put so much effort into learning;

Pre-school children may show:

- Persistent difficulty in learning nursery rhymes or the name for things, like 'table' or 'chair';
- Enjoyment in being read to but showing no interest in letters or words;
- Signs of apparently not paying attention;
- continuing difficulties in getting dressed efficiently and putting shoes on the correct feet;
- Problems with catching, kicking or throwing a ball or with hopping or skipping;
- Difficulty with clapping a simple rhythm;
- Delayed speech development.

Primary school children may show:

- A poor sense of direction and confuse left and right;
- Difficulty tying shoe laces and dressing;
- A discrepancy between receptive and expressive language;
- Short-term memory limitations, for instance, finding it hard to remember arithmetic tables, the alphabet or classroom instructions;
- Pronounced reading difficulties – but don't forget that not all dyslexic children have these problems. Specifically look out for:
 - Hesitant or laboured reading
 - Omitted lines or repetition of the same line – loss of place in the text
 - Muddling words that look alike, e.g. 'no' and 'on', 'for' and 'off' and 'was' and 'saw'
 - Difficulties in saying multi-syllabic words
 - Problems understanding what they have read.
 - Difficulties with writing and spelling. Errors might include:
 - A disparity between written and spoken language
 - Messy work, for example, curled pages, crossings out and badly set out
 - Handwriting that looks heavy and laborious

Links to external agencies

British Dyslexia Association

Training

Schools will regularly update staff on dyslexia awareness through

- Inset days
- Training events for teaching assistants, parents, governors and SENCos
- School information systems (e-mails, staff notes etc)
- Through planned programmes – NQT/RQT training schedules
- Through quality assurance processes such lesson observations, faculty and leadership link meetings

Links to other policies (these will vary between primary and secondary school)

Rushcliffe School ..

- SEND policy
- Teaching and Learning
- Homework policy
- Staff training