



# Dyslexia Policy

*Not all children with literacy difficulties will be identified as dyslexic. The term dyslexia is applied, following an assessment by a suitably qualified professional. In this policy we use a broader term SpLD (Specific Learning Difficulty) or dyslexic tendencies to encompass a spectrum of needs which may or may not be later identified as dyslexia.*

At Poppleton Ousebank Primary School we encourage all pupils to reach their potential and to strive for personal excellence. We are committed to ensuring that all children, irrespective of disability or learning difficulty are able to access appropriate inclusive and differentiated teaching approaches. We provide a flexible educational experience which meets the needs of individuals in a welcoming and supportive community.

## Definition of dyslexia

Dyslexia is a specific learning difficulty that affects memory and processing speed which impacts on literacy development, mathematics, memory, organisation and sequencing skills to varying degrees. Dyslexia can occur at any level of intellectual development. It is neurological in origin and is seen to run in families. It affects up to 10% of the UK population at some level and can affect anyone of any age and background. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Dyslexia:

- affects the ability to learn to read and spell.
- involves difficulties in dealing with the sounds of words, which makes it especially hard to learn to use phonics to read words.
- can affect short-term memory and speed of recalling names.
- can involve other kinds of difficulties, for example with maths or with co ordination, sometimes go alongside dyslexia, but they do not always.
- is not the same for everyone:
- can be mild or severe;
- varies depending on other strengths, or difficulties;

## What else do we know about dyslexia?

- People with dyslexia often have strengths in reasoning, in visual and creative fields; dyslexia is not related to general intelligence; and is not the result of visual difficulties.
- Many people learn strategies to manage the effects of dyslexia, but it does not go away and its effects may be felt in new situations or in times of stress.
- Dyslexia can affect different people at different ages in different ways
- Children can display signs of dyslexia from an early age - as young as 3 or 4 years old - but it is usually not formally identified until the age of 6 or 7.

### Indicators in children aged 7 – 11

- ☐ Seems bright in some ways but unexpectedly struggles in others
- ☐ Other members of the family have similar difficulties
- ☐ Has problems carrying out three instructions in sequence
- ☐ Struggles to learn sequences such as days of the week or the alphabet
- ☐ Is a slow reader or makes unexpected errors when reading aloud ☐
- Often reads a word, then fails to recognise it further down the page ☐
- Struggles to remember what has been read
- ☐ Puts letters and numbers the wrong way: for example, 15 for 51, b for d or “was” for “saw”
- ☐ Has poor handwriting and/or struggles to hold the pen/pencil correctly and/or learn cursive writing
- ☐ Spells a word several different ways
- ☐ Appears to have poor concentration
- ☐ Struggles with mental arithmetic or learning times tables
- ☐ Seems to struggle with maths and/or understanding the terminology in maths: for example, knowing when to add, subtract or multiply
- ☐ Has difficulties understanding time and tense
- ☐ Confuses left and right
- ☐ Can answer questions orally but has difficulties writing the answer down
- ☐ Has trouble learning nursery rhymes or songs
- ☐ Struggles with phonics and learning the letter-to-sound rules
- ☐ Seems to get frustrated or suffers unduly with stress and/or low self-esteem
- ☐ Struggles to copy information down when reading from the board ☐ Visual distress/difficulty (over sensitive eyes / watering)
- ☐ Needs an unexpected amount of support with homework and struggles to get it done on time
- ☐ Is excessively tired after a day at school

### Supporting pupils with Dyslexic tendencies in school

In school we employ teaching strategies and styles that support all pupils. Our whole school ethos respects individuals' differences maintaining high expectations for all, promoting good communication between teachers, parents and pupils. Through training and regular updates, teachers and teaching assistants are knowledgeable and sensitive - understanding the processes of learning and the impact that specific difficulties can have on pupils. Teachers make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully alongside their peers. We identify pupils who we believe will benefit from having access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making expected progress.

Dyslexia is recognised under the Equality Act (2010). This means that educational and workplace settings have a duty to make reasonable adjustments to ensure that those affected by dyslexia are not disadvantaged compared to their peers.

Reasonable adjustments may include:

- literacy intervention resources
- use of assistive technologies
- seeking advice or support from a specialist teacher or organisation
- auxiliary aids such as coloured overlays
- hand-outs on yellow/ buff paper (reducing the contrast of black on white)
- pen grips
- adapted keyboards and computer software
- weekly sessions with a specialist teacher or teaching assistant

In school we also use a range of strategies to make our classrooms **‘Dyslexia Friendly’**. These may involve any of the following depending on the children’s needs.

### **Written material**

- Where possible, handouts are printed on pastel-coloured paper rather than white.
- Fonts such as Arial, Verdana, Tahoma, a minimum font size of 12/14.
- Double line spacing and a line between paragraphs makes text easier to read.
- Putting headings and important points in bold or highlight makes them easier to scan.
- Written information is presented as concisely as possible, using bullet points, images or diagrams when possible.
- ‘Chunked’ numbers are easier to copy and remember. For example, write 723512 as 72 35 12.

### **Environment**

- We make sure everyone can see the teachers face and vice versa.
- Some children benefit from sitting at the front of class (as reward not punishment) – especially if easily distracted.
- Buddy systems or Kagan partnerships can help.
- Try to minimise distractions, e.g. shut doors.
- We ensure all the children have enough room where seated, to maximise their ability to focus.

### **Presenting and / or giving instructions**

- We give the ‘big picture’ at the beginning of the lesson.
- We provide clear, step-by-step instructions. As a general rule, no more than three pieces of information at one time, repeating the instructions as necessary.
- We check for understanding by asking children to explain what has been said.
- Using ‘signalling’ language can help clarify instructions e.g. “First; secondly, finally”.
- Key vocabulary for the lesson can be listed on the board.
- Visual prompts to clarify explanations and use handouts can support children who struggle with copying from the board.
- We encourage the use of homework books with assignments and notes of what to bring the next day, and develop and stick to routines.

### **Study Strategies**

- We encourage various ways of recording information e.g. mind maps, spider diagrams, bullet points.
- Writing frames can help to organise and get thoughts down on paper e.g. Story humps, mind maps, tables, linear plans.
  - Coloured reading rulers for students who find words “jump around” are useful as is the use of highlighters to pin point key information in text.
- We give time to organise equipment before lesson and clear away at the end. • We allow enough time for participants to process information - whether reading, writing or verbal response task.

### **Spelling and handwriting**

- Learning cursive script helps with hand writing and spelling.
- We use multi-sensory methods to reinforce letter writing e.g. interactive whiteboard/ ipads
- Teaching terms such as vowels, consonants, syllables, suffixes, prefixes aid learning.
- Mnemonics can aid memory for spelling tricky words.
- We encourage spelling out loud using letter names and always allow time for repetition/over-learning.
  - Touch typing skills/ rubber pen grips can help those with hand writing difficulties.

### **Confidence building**

- We mark against the learning objective
- Do not minimise difficulties – recognise, understand and tackle.
- Set achievable targets.
- Encourage independent learning.
- Nurture strengths.
- Praise effort

### **Support comes in waves**

Children within school are continually monitored and assessed over a half term period and measured against National expectations. Support for children with SpLD follows the three waves of support and provision.

#### **Wave One**

High quality inclusive teaching supported by effective whole school policies and frameworks, clearly targeted on all learners needs and prior learning.

#### **Wave Two**

Wave one high quality inclusive teaching plus additional time for Wave Two interventions. These are designed to increase rates of progress and put children back on course to meet or exceed national expectations.

#### **Wave Three**

Wave Three provision, involves differentiation to learning objectives and teaching styles and individual or small group support. It aims to reduce gaps on attainment and facilitate greater access to Wave One or Wave Two interventions. Children on Wave Three may have a specific programme provided by an outside agency.

Children with an EHCP from the Local Authority are also likely to be in receipt of Wave Three provision although, if their difficulties are severe, they may need a completely individualised programme.

Dyslexia is recognised in the Special Educational Needs and Disability Code of

Practice (2014) which states:

•(Ch6.30) **Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.**

•(Ch6.31) **Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.**

#### **The Role of the SENCO**

- Along with the school Literacy Leader, teachers and Senior Leaders, co ordinate provision for children with SpLD, gathering evidence from classwork, interventions and a range of staff to monitor and evaluate progress.
- To advise on curriculum access to first quality teaching and remove barriers to learning.
- To support teachers, working in partnership with parents as required. • To identify children who may meet the criteria for additional funding.

#### **Screening**

Although the school does not carry out Dyslexic tests for diagnosis, we screen pupils who are showing gaps in their learning to identify the risks of Dyslexia. This enables us to identify specific areas for support.

#### **Our route of support**

##### **Stage 1**

- ☐ Initial concerns identified by teacher, parent/carer, pupil.
- ☐ Differentiation in place/ support from teacher.
- ☐ Teacher still has concerns and registers these with SENCO.

##### **Stage 2**

- ☐ Dyslexia Screening
- ☐ Agreed action plan/additional support e.g. multi-sensory interventions.
- ☐ Next steps planned and implemented.
- ☐ Outcomes are evaluated

##### **Stage 3**

- ☐ If necessary SENCO contacts outside agencies.
- ☐ Outside agencies assess child and advise school/parents on course of action.
- ☐ Actions and outcomes are evaluated

#### **Further support**

The school employs a Teaching Assistant who works with Pupils showing dyslexic tendencies. This is in addition to wave one class teaching and the range of interventions that we present in school. We also use Nessy as a supportive learning tool and provide electronic spellers and dictionaries for pupils.

#### **Private Assessment**

Parents may choose to have a private assessment for Dyslexia that may result in an identification of dyslexia along with recommendations for intervention. These recommendations can be discussed with school. Many of these recommendations may already be in place in our classrooms through inclusive differentiated classroom teaching and evidence based interventions. We would strive to meet the needs of all learners, but sometimes school may not always be able to compile and follow specific

recommendations. Missing school for external provision can be discussed with the Headteacher to ensure minimum disruption.



### Helping at home

- Read out loud every day.
- Tap into your child's interests.
- Use audiobooks
- Focus on effort, not outcome.
- Boost confidence
- Look for apps
- Keep calm!

Dyslexia does not prevent a child from being successful – we teach children that they are all different and that they all have strengths and talents. We share the success of famous people with dyslexia to promote pupil confidence and self-esteem.



Signed: Helen Sawdon SENDCo      Karl Holden SEN Guardian

Date: October 2019

Review: October 2022