



# Huyton with Roby CE Primary School

## Policy for Dyslexia Friendly Schools

**Authors:** Mrs S Wills.

**Date of Policy:** January 2014

**Date of Ratification:** 18<sup>th</sup> March 2014

**Governor's Meeting:** Recommended by Pupil and Personnel Committee, Ratified at Full Governing Body Meeting

**Review Date:** Spring Term 2017

Signed.....Chair of Governors

Date of Signature.....

## **Introduction**

Huyton with Roby C. E Primary School endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important in this school that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

In order to meet the needs of all of our children we are actively working towards 'Dyslexia Friendly Schools status.' We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

## **What is Dyslexia?**

According to the Dyslexia Institute, dyslexia can be defined as:

'...a combination of abilities and difficulties which affect the learning process in reading, writing, spelling and sometimes numeracy.'

Children with dyslexia frequently have weaknesses in short term memory, sequencing and processing information – skills everyone needs to learn effectively in a busy classroom.

What may start as a learning difference becomes a learning difficulty if dyslexia goes unrecognised and the teaching is inappropriate. However, if those with milder forms of dyslexia are identified early and given the opportunity to learn the way they learn best, they may cease to have special educational needs. The skills and strategies which children with dyslexia need in order to learn can be taught.

## **Teaching strategies**

Everybody has an individual learning style. Children with dyslexia seem to process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling children with dyslexia to learn effectively in the classroom. Therefore, at Huyton with Roby CE Primary School, we employ the following teaching strategies for children with dyslexia:

- Have high expectations for intellectual stimulation, with reasonable expectations for written responses.
- We promote a 'can do' culture.
- Use multi sensory methods of learning.
- We are prepared to explain things many times, in a variety of ways.
- Give guidance about how to do tasks systematically.
- Implement SEAL to promote positive self esteem.
- We are aware of signs of tiredness and fatigue, allowing children opportunity for a break within their learning.
- Enable children with dyslexia to show their interest, knowledge and skills, despite their difficulties in writing.
- Marking identifies success and improvement points (next steps).
- Use of ICT (Wordshark, Sound recorders and digital cameras for example.)
- Use adult or 'Buddy' support where available.

## **Dyslexia Friendly Classrooms**

At Huyton with Roby CE Primary School we recognise that the correct working environment is vital for all learners. For a child with dyslexia, already they may be having difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need. If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed. Therefore classrooms are:

- Arranged so that during lessons, the dyslexic child can sit near the front.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Adapted so that children with dyslexia have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them.
- Information and displays are accessible e.g. using non white paper, picture clues.
- Displays are informative to promote self learning e.g. prompts, self help strategies.

#### Dyslexia Indicators

All teachers have responsibility for children with dyslexia. If the school's assessment and observation procedures indicate concerns regarding reading, spelling, writing or numeracy, teachers will implement the following procedures:

- Refer to Handy Hints in SEN folder, located in every classroom.
- Complete Dyslexia Indicator checklist
- Consult SENCO.
- Consult with parents and child.

#### Assessment and Intervention

The school's assessment and tracking procedures facilitate the early identification of difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted and an appropriate intervention programme is developed, in conjunction with the SENCO.

#### Partnership with Parents

As the Code of Practice on the identification and assessment of Special Educational Needs states, 'Professional help can seldom be wholly effective unless it builds upon parents' capacity to be involved.'

We acknowledge that maximum participation by parents/carers is essential in embedding positive attitudes in dyslexic learners. We endeavour to be in regular contact with parents – face to face, on the telephone or via individual homework diaries. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help.

#### Complaints Procedure

If you have a complaint please come and see us. We will listen and deal with it as quickly as possible. When parents are worried or unhappy about any aspect of school life or the curriculum they should come and talk to the class teachers first. This will usually resolve the problem, however, if they are still dissatisfied then they should contact either the Head teacher or Deputy Headteacher. Further steps would be to inform the Governing Body and the Local Education Authority.

#### **Relationship to other policies**

*This policy should be read in conjunction with the policies on*

*Equality act policy, Disability Equality scheme and Disability Accessibility plan*

*This policy was agreed by the Governing Body and staff, and will be reviewed every 3 years or before if legislation changes.*