



# Huyton with Roby CE Primary School

## Policy for Dyslexia

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Signed.....Chair

Date of Signature.....

# Dyslexia Friendly Policy

## Introduction

Huyton with Roby C. E Primary School endeavours to meet the diverse needs of all its pupils to ensure inclusion. 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. We believe 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 may also experience other difficulties with:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine Motor Skills

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 in the way they learn best, they may cease to have special educational needs. We believe 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 Primary School, we employ the following teaching strategies for children with dyslexia:

- Have high expectations for intellectual stimulation, with reasonable expectations for written responses.
- Use a wide range of recording styles for children
- 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.
- We are aware of signs of tiredness and fatigue, allowing children opportunity for a break within their learning.
- Enable children with dyslexia to demonstrate their interest, knowledge and skills, despite their difficulties in writing.
- Marking identifies success and improvement points (next steps).
- Use of ICT (Wordshark, Nessy, digital cameras for example.)
- Use adult or 'Buddy' support where available.
- Use of pictorial cues
- Use of visual timetables
- Use of reading books that are at an age appropriate interest level, whilst being at the correct reading level for the individual child.
- reading volunteers and/or reading and spelling buddies
- Printing off information for the dyslexic child, rather than expecting them to copy/search for information from the whiteboard
- Use of precision teaching to help improve sound and word recognition

### **Dyslexia Friendly Classrooms**

At Huyton with Roby Primary School we recognise that the correct working environment is vital for all learners. A child with dyslexia 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.
- have water readily available throughout the day • use colour tinted backgrounds on the interactive whiteboards
- Displays are informative to promote self learning e.g. prompts, self- help strategies.
- are appropriately lit and well-ventilated to provide a comfortable learning environment

### **Identification of Dyslexic Indicators**

All teachers are responsible for identifying children with dyslexic tendencies. We recognise that up to 10% of the school population will have aspects of dyslexia, and that the majority of children will have their needs met through quality first teaching, and dyslexia friendly classroom practice. Teachers and Teaching Assistants have been trained to understand the needs of a dyslexic learner; to spot signs of a child having difficulties; and to know ways of meeting the needs within the classroom. At Huyton with Roby we also employ a wide range of assessment methods, and have a number of pupil tracking and monitoring procedures in place. 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 and concern form.
- 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. Depending on the child's age, a light touch or fuller assessment may be appropriate and this will be decided in conjunction with parents, class teacher and SENCO. This may result in further suggestions of how to target the child's individual needs and this should be included in the child's Individual Support Plan. When areas of difficulty are highlighted an appropriate intervention programme will be developed in conjunction with the SENCO.

We acknowledge that maximum participation by parents/carers is essential in embedding positive attitudes in learners with dyslexia. 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 parents have a complaint they should contact school and arrange to speak to the class teacher in the first instance. Should the issue not be resolved then they should contact either the Head teacher or Deputy Head teacher. If parents are still dissatisfied with the outcome 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 SEND policy and the Accessibility plan.