

GREYSBROOKE PRIMARY SCHOOL



DYSLEXIA POLICY

Dyslexia Friendly Policy

Greysbrooke 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, as strategies that are good for the dyslexic learner are good for everyone.

What is Dyslexia?

'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'.

British Psychological Society 1999 (as adopted by Staffordshire County Council January 2007)

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.’

Dyslexic children frequently have weaknesses in short term memory, sequencing and processing information. Many of our pupils have needs in these areas, so Dyslexia Friendly teaching will support all of our pupils, whether they have been identified as ‘dyslexic’ or not.

Teaching strategies

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

- We promote a ‘can do’ culture.
- We understand and value the different ways in which children learn.
- We use multi-sensory methods of learning.
- We are prepared to explain things many times, in a variety of ways.
- We give guidance about how to do tasks systematically.
- We promote positive self-esteem.
- We are aware of signs of tiredness and fatigue, allowing children opportunity for a break within their learning.
- We enable dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Our marking identifies success and improvement points (next steps), at an appropriate level.
- We use adult support whenever possible.

Dyslexia Friendly Classrooms

At Greysbrooke Primary School we recognise that the correct working environment is vital for all learners. For a dyslexic child, 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:

- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Minimally distracting, so that pupils can focus on the learning opportunities being presented to them.
- Adapted so that dyslexic children have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them, when relevant.
- Information and displays are accessible e.g. picture clues, buff backgrounds on the interactive whiteboards.

Dyslexia Indicators

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

- Complete Dyslexia Indicator checklist (Appendix 1)
- Consult SENCo
- Consult with parents and child.
- Consult with SENSS if required.

Assessment and Intervention

The school's assessment and tracking procedures facilitate the early identification of particular difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted and an appropriate intervention programme may be developed if needed.

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 all learners. We endeavour to be in regular contact with parents – face to face, on the telephone or via email. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help. Parent workshops are available and held at school.

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.

Date for review: March 2020

Appendix 1

Checklist for Identification of Possible Dyslexic Behaviours

Name of Pupil: _____

Focus	Some of the typical indicators or behaviours in pupils at risk of dyslexia	Observed in named pupil?
General	Slow to process instructions	
	Problems with sequencing, e.g. getting dressed	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills	
	Difficulty with visual or auditory memory skills	
Writing	Content does not reflect ability:	
	<ul style="list-style-type: none"> ▪ Good at thinking of ideas, but is reluctant to write 	
	<ul style="list-style-type: none"> ▪ Uses simple ideas and vocabulary that do not reflect verbal ability 	
	<ul style="list-style-type: none"> ▪ Written work often not completed 	
	<ul style="list-style-type: none"> ▪ Prefers to use alternative forms of recording ideas 	
	Difficulties in structuring written work:	
	<ul style="list-style-type: none"> ▪ Problems with grammar, eg. tenses or words muddled 	
	<ul style="list-style-type: none"> ▪ Problems sequencing ideas, eg. events are not logically sequenced 	
	<ul style="list-style-type: none"> ▪ Several ideas are all expressed in one, lengthy sentence 	
	<ul style="list-style-type: none"> ▪ Inaccurate punctuation 	
	Poor handwriting:	
	<ul style="list-style-type: none"> ▪ Reverses some letters when writing, e.g. b/d, p/q, m/w 	
	<ul style="list-style-type: none"> ▪ Poor orientation and placement of letters 	
	<ul style="list-style-type: none"> ▪ Writing arranged erratically on the page 	
<ul style="list-style-type: none"> ▪ No spaces between words 		

	<ul style="list-style-type: none"> ▪ Slow writing speed 	
	<ul style="list-style-type: none"> ▪ Problems copying accurately from the board 	
	Inaccurate spelling:	
	<ul style="list-style-type: none"> ▪ Omits letters within words 	
	<ul style="list-style-type: none"> ▪ Errors in discriminating individual sounds, e.g. middle sound 	
	<ul style="list-style-type: none"> ▪ Letters in words in the wrong order 	
	<ul style="list-style-type: none"> ▪ Bizarre spelling 	
Reading	Problems choosing a book at a suitable reading level	
	Does not read for pleasure	
	Reluctant to read out loud	
	Inaccurate reading:	
	<ul style="list-style-type: none"> ▪ Poor recognition of high frequency words 	
	<ul style="list-style-type: none"> ▪ Confuses words that are visually similar (e.g. was/saw) 	
	<ul style="list-style-type: none"> ▪ Omits words when reading 	
	<ul style="list-style-type: none"> ▪ Poor tracking along words and lines when reading 	
	<ul style="list-style-type: none"> ▪ Does not recognise a word that has previously been read accurately 	
	<ul style="list-style-type: none"> ▪ Cannot identify keywords in the question/text 	
	Lack of reading fluency:	
	<ul style="list-style-type: none"> ▪ Sounding out each word 	
	<ul style="list-style-type: none"> ▪ Needs time to process visual information 	
	<ul style="list-style-type: none"> ▪ Lack of expression 	
	<ul style="list-style-type: none"> ▪ Slow reading speed 	
	Does not understand what is being read:	
	<ul style="list-style-type: none"> ▪ Not reading for meaning and using context as a strategy 	
	<ul style="list-style-type: none"> ▪ Cannot predict what is going to happen next 	
	<ul style="list-style-type: none"> ▪ Cannot summarise what has happened 	
	<ul style="list-style-type: none"> ▪ Needs to read several times to understand meaning 	

Mathematics	Problems remembering times tables	
	Difficulty with mental maths	
	Confusion of visually similar numbers (e.g. 6/9)	
	Forgets maths concepts if not practised regularly	
	Misreads signs	
	Misreads written instructions	
Concept of time	Confusion about timetable for the day	
	Problems adapting to changes in routine	
	May not be able to say what day it is	
	Young person may not be able to read an analogue clock	
Organisation	Problems finding what they need to start a task	
	Difficulties executing tasks in the right order	
	Often forgets to bring dinner money/PE kit, etc.	
Behaviour and motivation	Uses bad behaviour to avoid work	
	Often off-task	
	Reluctant to contribute in lessons	
	Copies from other children	

Further areas you may wish to consider in discussion with parents:

- Is there a family history of dyslexia?
- Does the child/Young person have a history of ear infections or hearing loss?
- Was the child/Young person late to start talking?