



## Springfields First School DYSLEXIA FRIENDLY SCHOOL POLICY

**This policy should be read in conjunction with the school's SEN policy.**

### **Definition**

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. Other accompanying weaknesses may be identified in areas of processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. We at Springfields First School have chosen the latest definition of Dyslexia as defined by Jim Rose in *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties* (June 09). "Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities and is best thought of as a continuum, not a distinct category with no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention."

### **Teaching Strategies**

All pupils who struggle to acquire literacy require support that includes whole school/class strategies to enable access to text and to the curriculum. This will need to be underpinned by staff with skills in supporting pupils with deficits in reading, writing, spelling, as well as those who indicate on-going difficulties in acquiring information recall and work organisation. The Inclusion Development Programme (IDP) will also support the development of staff skills in supporting pupils with dyslexia, in order to encourage whole school action to increase skills where a delay in acquiring literacy skills is evident. Placing the focus on learning in the mainstream classroom also offers the potential to improve the quality and quantity of discrete intervention. This can lead to opportunities for more, higher quality intervention as additional needs are met in dyslexia friendly mainstream settings, through some of the following:

- Flexible teaching arrangements including the use of ICT where necessary.
- Support with processing language, memory and reasoning skills
- Help and support in acquiring literacy skills
- Help in organising and co-ordinating spoken and written English to aid cognition

- Support with problem solving, sequencing and organisational skills
- Programmes to aid improvement of fine and gross motor competencies
- Help in understanding ideas, concepts and experiences when information cannot be gained through first hand or physical experiences

### **Early Identification and Assessment**

1. Any concerns in relation to SpLD will be noted by the Pre-School staff and strategies used/relevant information passed to the Reception class teacher.
2. Children will be tracked through the EYFS profile and the Early Years Dyslexia checklist will be completed for any children causing concerns.
3. Children within Key Stage 1 and 2 will be monitored through the school's own tracking system. The Dyslexia checklist will be completed for children causing concerns.
4. Individual or groups of children will be drawn to the attention of SENSS and further advice and support sought.
5. All pupils experiencing difficulties at whatever stage i.e. Early Years and onwards which require additional support will follow the SEN assessment process as laid out in the Schools SEN Information Report.

Parents/carers will be informed of any difficulties their child is facing and will be kept updated at each stage.

### **Dyslexia Friendly Classrooms**

All staff follow the checklist for Dyslexia Friendly Classrooms. This is reviewed annually and any changes in practice noted.

### **Supporting the Dyslexic Child**

The child with Dyslexic tendencies can be helped through good classroom strategies that are appropriate for all learners.

- Seating and table arrangements which are flexible.
- Learning buddies and talking partners used where appropriate.
- Children seated so that the IWB is clearly visible and copying from the IWB is minimal.
- Work on the IWB is presented on muted background and in an appropriate type face.
- Worksheets are differentiated, clearly printed, well-spaced, and have clear instructions at an appropriate reading level, where necessary these will also be printed onto buff coloured paper.

- All work is marked positively and is linked to the learning objective. Comments in relation to presentation are secondary.
- Spelling lists, topic mats and visual display aids are used to support writing tasks.
- ICT is used effectively to teach word processing and other relevant IT skills.
- Everyone's work is celebrated and displayed.
- Reading is taught by means of a highly structured, systematic programme.
- Other resources such as coloured overlays will be provided where deemed appropriate.

Although these strategies are present in all classrooms to support learners some children may still experience difficulties and need extra support, which may form part of an Individual Support Plan (ISP). This policy will be monitored and evaluated every three years by the Head Teacher as part of the monitoring process.

### **Partnership with Parents and Carers**

At Springfields we encourage parents and carers to share their concerns with the school. Parental support is often key in supporting children to overcome barriers to learning. We provide parents with strategies to support their children at home and often invite parents into school, for a range of events, during which parents have the opportunity to meet and liaise with key members of staff. Newsletters/information for parents is readily available in the school reception area.