

Rumboldswyke Church of England Primary School
Dyslexia Friendly Statement 2021 (Appendix i)

This statement should be read in conjunction with the school's Special Educational Needs, Disabilities and Inclusion Policy

What is Dyslexia?

Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.

The British Dyslexia Association's (BDA) define dyslexia as: Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in reading, spelling, writing and sometimes numeracy. People with dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively. The BDA recognises that: Some children have outstanding creative skills; others have strong oral skills. Dyslexia occurs despite normal teaching, and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above average intelligence.

Principles

As part of the Dyslexia Friendly Schools Initiative we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being. Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEND development plan. All staff recognise compounding factors that may co-exist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. On-going training continues to update staff skills and understanding. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We achieve this through encouraging partnerships with parents and engaging pupil's in their own learning.

Early Identification and Provision

The school's policy for assessment and identification of SEND is set out in the SEND Policy. It is the teacher's responsibility to recognise the early signs of dyslexia and arrange for preliminary assessments, in liaison with the SENCo (Mrs Cass is the SENCo and named link person for dyslexia). Parents and carers also need to be informed of the difficulties their child is encountering. Assessment should include: background information, pupil interview, classroom observation, screening assessments. Action taken is guided by the school's SEND Policy, the SEND Code of Practice 2014, and the available school resources. It may include all or some of the following:

- Appropriate differentiated planning by the class teacher-quality first teaching.
- Specific targeted interventions - these will be detailed in the Provision Map.
- Support from a Teaching Assistant, under the guidance of the class teacher. The SENCo will offer support where appropriate.
- Regular reviews to determine progress and evaluate effectiveness of support.
- Consultation with or referral to the Advisory Teacher (LBAT) for SpLD/Dyslexia (in complex cases)
- With parental consent schools can refer pupils to the Educational Psychologist (in complex cases)
- Pupils with dyslexia have access to the full, broad and balanced curriculum.
- All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate.
- Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources.
- Staff produce learning materials that are dyslexia friendly.

Staff support pupils in some, or all, of the following ways on a day-to-day basis.

- Raise pupils' self-esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.
- Use the information in the current Provision Map and Learning Passports. The SENCo and teachers/teaching assistants will have assessed the pupil and prioritised targets.
- Give limited instructions at a time. Ask pupils to repeat instructions to you. Repeat instructions until s/he can repeat them back.
- Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.
- Use of routine and structure in an organized classroom.
- Use of visual timetables.

Reading:

- Do not ask pupils to read aloud without preparation.
- Pre-teach unfamiliar subject words.
- Help with study skills such as skimming, scanning, selecting key words.
- Ensure teachers' handwriting is legible and worksheets are typed in dyslexia friendly fonts.
- Read the book first at school before sending it home to practise.
- Use coloured overlays and reading rulers.

Spelling:

- Mark written work on content and encourage the use of a wide vocabulary.
- Correct only a few errors. Do not cover work in corrections/comments.
- Teach the spelling of subject specific words. Do not overload pupils.
- Display lists of subject specific words in teaching rooms.
- Allow the pupils to read work back to you if you cannot read it.

Written work:

- Encourage legible handwriting but do not expect it to change.
- Do not ask for work to be written out again unless it is much worse than usual.

- Allow more time to complete written tasks.
- Accept less written work.
- Use writing frames and mind maps to support written work.
- Use sound buttons to record phrases to help aid memory for writing.

Assessment:

Ways of assessing understanding without too much writing:

Assess through oral responses, matching questions to answers, true/false statements, sentence matching, multiple choice, labelling diagrams, categorising, table/grid completion, title - paragraph match, sentence completion, sequencing.

Teaching Styles

A range of teaching styles are used to engage different learning styles. Pupils are encouraged to develop an awareness of their own learning style preferences. Multi-sensory learning: most people have a dominant learning style. Auditory learners remember what is heard, kinaesthetic learners remember when they use their hands or whole body to learn, visual learners remember what is seen.

The school have a resource bank of materials suited to teaching pupils with dyslexia. These materials include:

- Clicker 6 computer program
- Precision teaching
- Wesford (Wiltshire Early Screening for Dyslexia)
- Reciprocal Teaching - Reading comprehension skills
- Magnetic spelling and word building sets
- Online touchtyping tutors eg BBC Dancemat
- Toe by Toe
- Reading rulers and coloured overlays
- Memory Magic
- Direct Phonics
- Write from the Start

Parents as Partners

We encourage parents and carers to share their concerns with class teachers and the Senco. The Senco holds a 'drop-in' session for parents weekly. We welcome information parents have regarding their child. We share information with parents about the measures that are being taken to address the child's difficulties and ensure that parents understand the system (the 2014 Code of Practice, role of staff, support services). We ensure that parents are involved in the termly target-setting process and the review of the targets set.

Date: September 2021

Date to be reviewed: September 2022