



West Walker Primary School

Policy for Provision for Children with Dyslexic Difficulties

Definition

We use the following definition of dyslexia

“Dyslexia is a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may also be seen in speed or processing, short term memory, sequencing, auditory and visual perception, spoken language and motor skills. “

British Dyslexia Association, 2000

In terms of the National Strategy (literacy) dyslexia can be defined as a marked and persistent problem with ‘word level’ work.

We follow the current research evidence that states that dyslexic difficulties can occur in children of all abilities. We recognise that dyslexic children can demonstrate marked differences between their abilities in different area – particularly oral versus text based skills – and that recognising their strengths can increase their success and engagement in learning.

We recognise the particular links there can be between dyslexia, low self esteem and the development of emotional and behavioural difficulties in some children. We see an entitlement to early and effective support in overcoming the barriers to achievement presented by dyslexia as essential in securing children’s social and emotional adjustment, as well as their measured attainment.

Aims and Principles

The principles of our SEND policy are as relevant to dyslexia as to other types of special educational needs. These involve a focus on raising attainment and the importance of equality of opportunity, early intervention, working in partnership with parents / carers, inclusive education (that is all children being able to learn together in ordinary schools) and a coherent training framework for school staff.

We work within the following additional, specific aims and principles for children with dyslexic difficulties:

- That all teachers and teaching assistants who work in West Walker will receive awareness training to enable them to identify children with dyslexic difficulties, to develop an understanding of the potential frustration and emotional response that accompany such difficulties, and to develop appropriate practices to help them access the curriculum.
- That across the school there will be at least two members of staff who have accessed the level of training above 'awareness level' – that is training which will give hands on knowledge of effective methods of teaching dyslexic children to read and spell and a deeper understanding of the condition and current research.
- West Walker will access specialist advice from SENTASS.
- Where appropriate we will learn from local 'centres of excellence' in provision for dyslexia.
- West Walker will help parents / carers understand their dyslexic child's strengths and difficulties and how they can support their child's learning and if appropriate arrange further meetings outside agencies.
- We will provide appropriate interventions within the Foundation Stage and Key Stage One for those children who are showing early signs of difficulties in literacy. If these difficulties persist a further intensive intervention strategies will be put in place.
- All interventions will be on going with regular opportunities for evaluation. These interventions will use structured systematic and multi sensory methods for teaching word level work and will be delivered with regularity and consistency.
- That teachers will use 'by pass' strategies to help children with dyslexic difficulties access the curriculum, making sure that their difficulties in reading and/or spelling do not hold them back in other subject areas.
- Children with a diagnosis will have appropriate support provided and applied for by the school, for all tests.

What West Walker will be able to provide from within school

- Utilising structured reading, spelling programmes and multi sensory teaching strategies.
- Capitalising on the potential of innovative teaching appropriate to the children's different learning styles, as these are often of particular benefit to dyslexic children – for example, strategies for visual learners a such as mind mapping

- Exploring the possible benefits of and where practicable, securing access for the child to appropriate information technology, for example, word processing facilities and spell checkers, providing training in the use of that technology for the child, his or her parents / carers and staff.
- Help in sequencing organisational and study skills.
- Planned strategies to make sure the child's difficulties do not hold them back in other areas – for example alternatives to pencil and paper tasks and providing other methods of presenting information.
- Ensuring that the child and all who work with them are aware of the child's strengths as well as their difficulties.
- When and if appropriate West Walker will apply for additional funding to provide extra support and resources.
- Involving parents so that they are clear about what is being done to help their child and how they can contribute.

Assessment and Diagnosis

West Walker follows a policy of early diagnosis and intervention when possible with regard to dyslexia.

- If a child presents with dyslexic difficulties an initial discussion will take place with the school SENCo. The SENCo will then refer the children to SENTASS for a further assessment.
- In line with the Code of Practice the child's parents / carers will be involved in all discussions regarding their child and regular review meetings will be held.
- SENTASS will screen the child at School and produce a report which will be shared with the child's parents / carers and class teacher.
- If despite consistent support the child continues to make inadequate progress then the school will elect to involve Education Psychology to identify ways forward.

Reviewed in September 2018 by J. Stroughair – SENCo
Next review to be carried out in September 2019.

J. Stroughair - This policy has been adapted from 'Policy for provision for children with dyslexic difficulties' Bristol City Council.