



Newchurch Community Primary School

Dyslexia Policy

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Jayne Narraway (Head teacher)

John Duckett (Deputy Head teacher)

Rebecca Wormleighton (SENDCo)

Jean Williams (Chair of Governors and SEND Governor)

Linked Policies

Health and Safety

Equal Opportunities Policy

More Able Children policy

Access and Disability Policy

Next Review: October 2020





The aim of this document is to promote a shared rationale and understanding in the identification, assessment and support for pupils with Dyslexia within our school.

At Newchurch, we are proud to be accredited as a 'Dyslexia Friendly school'. Being a Dyslexia Friendly school not only helps us to meet the needs of dyslexic pupils, but also the needs of many other pupils. Evidence suggests that more children are able to benefit when dyslexia friendly methods are adopted throughout the school. We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning.

Specific Learning Difficulty (SpLD) is an umbrella term that includes a range of learning difficulties such as dyslexia, dyspraxia, dyscalculia, dysgraphia and specific language impairment. This document focuses upon the specific learning difficulty of dyslexia. It does not set out to address the full range of specific learning difficulties.

Identification

We recognise that dyslexia is a common learning difficulty. It is estimated that up to 1 in every 10 to 20 people in the UK has some degree of dyslexia (<https://www.nhs.uk>). The majority of children with dyslexia 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 Newchurch we use the definition of dyslexia from The Rose Report (2009)

'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.*
- *It is best thought of as a continuum, not a distinct category, and there are 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.'



So children with dyslexia may not only experience problems with reading and spelling, but they 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

Assessment

If a child is not making expected progress with reading, writing and spelling and is reading at a level one or more year behind their chronological age, support at school level will be put in place following a graduated approach. At every stage of intervention, the 'assess, plan, do review' approach is followed as stated in the SEND Code of Practice 2015. Parents' / carers' and pupils' views are regularly sought. Appropriate programmes and interventions are provided, monitored and evaluated for effectiveness. This includes timed group interventions, evidence based and designed to increase rates of progress and put children back on course to move towards national expectations. If, following interventions, the pupil's difficulties continue to be severe and persistent support from external agencies will be requested.

The following information is essential as part of the assessment:

- Tracking data
- Curriculum Levels, SATs scores
- Analysis of intervention and impact
- IEPs or provision map
- Examples of the pupil's work
- Age standardised scores



- Reports from assessments such as: Combined Spld assessment, Dyslexia Screening Tool

Other factors which affect learning, such as attendance, home-schooling, access to school, socio-economic, emotional, motor difficulties or medical needs also need to be considered.

Where appropriate, observations of the pupil within a setting provide useful information about the child's listening skills, motivation, independent learning skills, social skills and peer relationships. As well as measuring the pupil's actual performance, an assessor will gather information about other aspects of functioning, such as: confidence and motivation as a learner, achievements and areas of strength.

Parents or carers can provide unique and detailed information, contributing to the picture of the whole child and are an essential part of the process of any identification for dyslexia.

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 SENDCo. This may result in further suggestions of how to target the child's individual needs and, if appropriate could be included in the child's 'Pupil Passport'.

Support

The needs of most children with Dyslexia can be met through normal curriculum provision, quality first teaching and the graduated approach. Only children and young people with the most severe, complex and persistent needs are likely to require an Education and Health Care Plan.

Teaching Strategies

We recognise that it is important to understand that no two dyslexic children are alike and the difficulties they experience will vary greatly. Therefore our teaching styles must reflect children's differing needs. These can include:

- Exploring a wide range of recording styles for children
- 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.
- Paired reading through staff, 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 ICT to aid recording, such as talking tins, talking postcards, ipad notes



Learning Styles

Many children (and adults) have a preferred learning style (i.e. way of learning) that they rely more strongly upon. Learning styles are divided into:

- Auditory ... where the learner relies more heavily on what they hear.
- Visual ... where the learner relies more heavily on what they see.
- Kinaesthetic ... where the learner relies more heavily on what they do practically.

In school, we strive to ensure that children are provided with **multisensory ways** of learning, so that they can draw on their strengths and develop capability in areas of weakness.

Dyslexia Friendly Classrooms

- Classrooms are arranged so that during lessons dyslexic children sit in an appropriate place, near the front of the classroom for teaching sessions; and with children of similar ability (not dependent of spelling ability) for group work
- Classrooms are tidy and well-organised, with resources clearly labelled, using pictures and symbols as well as words
- Water is readily available throughout the day and as a healthy school, we promote healthy snacks and healthy school dinners
- Colour tinted backgrounds are used on the interactive whiteboards where possible
- Coloured/tinted paper used for information bearing signs and table top resources
- A range of dyslexia friendly resources are ready at hand in a 'Literacy Toolbox'
- Classrooms have interactive displays, which can include talking postcards, word lists and topic vocabulary, photographs and pictures
- Classrooms are appropriately lit and well-ventilated to provide a comfortable learning environment

Literacy Toolbox

This is easily accessible to the children who need it and will contain (variable according to the age group of the class):

- Spelling dictionaries and thesauruses
- Appropriate table top literacy resources (e.g. common exception words)
- ICT (talking tins, laptops and spell checkers etc.)
- Coloured overlays
- Pencil grips
- Phoneme boards
- Highlighter pens
- Post it notes
- Writing skeletons

Marking

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.



Teachers and staff at Newchurch are mindful of managing the needs and self-esteem of dyslexic children in their marking and feedback. Where a child has known difficulties or dyslexic tendencies, then teachers will exercise sensitivity in their marking of spellings especially. Feedback will initially always be on content, appropriate style, and vocabulary choices. Correction of spellings will be focussed upon high frequency words primarily, or spelling patterns that have recently been taught. The use of our marking policy which includes symbols alongside/in place of the written word.

Examinations and Access Arrangements

Students may be eligible for adjustments to examination conditions. It is worth noting that access arrangements are not there to give candidates an unfair advantage but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding. The intention behind many access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Where appropriate, staff will work closely with the child and parents to liaise with the Local Authority (Warrington) to ensure that the appropriate access arrangements are made in order to meet the child's needs.

<https://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara>



Frequently asked questions

Are all children with reading or spelling difficulties dyslexic?

No. Literacy difficulties exist on a continuum. There is no clear or absolute cut off point where a child can be said to have dyslexia. A child can be seen as having dyslexia if their reading and/or spelling skills develop incompletely or with great difficulty and the problem is severe and persistent. Before we describe a child as dyslexic, many factors should be taken into account, significantly response to appropriate intervention. Whether or not to describe a child's literacy difficulties as dyslexia will be a matter for professional judgement and should be based on thorough assessment. Consideration should also be given as to whether using the term will be helpful for the individual child concerned.

Does my child need a diagnosis of dyslexia?

Some pupils find it reassuring to have a formal diagnosis of dyslexia. However, for others, a diagnosis may not be helpful and decisions should be made by each individual child and their family. A diagnosis is not generally linked to additional funding or resources. It also does not automatically lead to an assessment for an Education, Health and Care Plan.

Is dyslexia hereditary?

While research shows that dyslexia has a large inherited component (about 50%), it is by no means certain that children with a family history of dyslexia will also have dyslexia.

(Dyslexia Research Trust)

Can dyslexia occur across the full range of abilities?

Yes, dyslexia can occur in pupils of all levels of ability.

Who identifies dyslexia?

Dyslexia can be identified by professionals with appropriate specialist training and qualifications e.g. Educational Psychology Service. Close liaison between parents/carers and school staff is vital, as these are the people who have the most important information and will be those involved in working to help with identified difficulties. Some families may feel the need to seek a formal diagnosis of Dyslexia from suitably qualified professionals.



If a child is recognised as dyslexic, should a statutory assessment be carried out?

Identification of dyslexia, whether from school or an independent assessment, does not necessarily qualify a child for extra funding, for an Education Health and Care Assessment from the local authority or for specialist provision. Children with dyslexia should receive a graduated response to their identified needs as outlined in the SEN Code of Practice (2014). The needs of most can be met through normal curriculum provision, quality first teaching and the graduated approach. Only children and young people with the most severe, complex and persistent needs are likely to require an EHC plan.

Useful Contacts

British Dyslexia Association

The British Dyslexia Association Unit 8,

Bracknell Beeches,

Old Bracknell Lane, Bracknell,

Reading RG12 7BW

Tel: 0333 405 4555

Helpline: 0333 405 4567

<http://www.bdadyslexia.org.uk/>

Dyslexia Action Head Office

Dyslexia Action House,

10 High Street,

Egham, Surrey, TW20 9EA



Tel: 0300 303 8357 <http://www.dyslexiaaction.org.uk>