



Dyslexia policy

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

Introduction

In every school there are a significant number of pupils with barriers to learning including those with specific learning difficulties such as dyslexia. At Rimrose Hope Primary School we are working to provide a dyslexia friendly environment throughout the school as all children have the right to an education that offers equal opportunities and an inclusive curriculum. The skills and strategies which dyslexic children need in order to learn benefit all learners as they use a multi-sensory approach. These support strategies enable all children to gain confidence, boost their self-esteem and develop their learning. We are developing a whole school approach that underpins success for all pupils including those with dyslexia.

'If a pupil can't learn the way we teach,
then we must teach in the way that he can learn '

What is Dyslexia?

There are many different definitions of dyslexia. The British Dyslexia Association uses a definition of a 'difference in the brain area that deals with language. It affects the underlying skills that are needed for learning to read, write and spell.' Research has shown that people with dyslexia process information differently.

Whilst problems with reading and spelling are easy to detect it is essential to remember that dyslexic children can also have underlying difficulties that affect the way they learn, such as weaknesses with:

- Short term memory and long term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness

Policy Aims and Objectives

To provide for the learning needs of all pupils. In particular school will;

- Use Dyslexia Friendly teaching methods and styles
- Ensure the curriculum is accessible and differentiated
- Provide appropriate access arrangements for assessments
- Adapt learning environments and teaching styles to support all learners
- Use a multi-sensory approach which incorporates visual, auditory and kinaesthetic ways of learning
- Recognise that dyslexic learners have different strengths and weaknesses in their learning styles and these can vary for different tasks
- Provide training for all staff at regular intervals throughout the school year

Early Identification

The school's policy for assessment and identification of children's special needs is set out in the SEN Policy. It is the teacher's responsibility to recognise the early signs of dyslexia and alert Mrs Ginn (Specialist Teacher SpLD (dyslexia)) using the school's 'Graduated Response'. Parents and carers will be advised of any concerns and also permission request forms must be completed before any screening/diagnostic testing is implemented.

Rimrose Hope Graduated Response

A Graduated Response will be made in order to build up a complete picture of a child's strengths and difficulties as follows:

- 1) The class teacher will complete a dyslexia checklist
- 2) The child will complete a questionnaire giving their views about school
- 3) A telephone conversation will take place with parent/carer about their concerns, any family history of dyslexia and about the child's developmental milestones
- 4) A computer screening will provide a report on the child's strengths and weaknesses which may impact on his/her literacy skills

This information will be used to provide specific support targeted towards each child's areas of need. The report will also highlight whether a child is likely to have a dyslexic profile. It will not provide a diagnosis of dyslexia. The screening will be repeated termly to ascertain how he/she is responding to the intervention.

Teaching Strategies

As dyslexic children seem to process information differently and everyone has an individual learning style it is important to understand how children learn best. Our teachers use Quality First Teaching and will readily adapt teaching approaches. Instructions are broken down into small steps using visual prompts if possible.

Dyslexia Friendly Classrooms

Our classrooms are:

- Arranged so that during class lessons, the dyslexic child can sit near the front
- Adapted so dyslexic children sit alongside well-motivated children or near a TA who they can ask to clarify instructions for them
- Equipped with clearly marked resources so that they can be found easily
- Interactive whiteboards are colour tinted making them easier to read
- Learning prompts are clearly displayed, eg alphabet arcs, b/d/p/q, spelling tips
- Wherever possible dyslexic children are provided with a separate sheet, so they do not have to copy from the board.

Parents

Parents and carers play a crucial role in the education of their child and Rimrose Hope Primary School provides parents with more details about dyslexia in the 'Working towards a dyslexia friendly school' leaflet. Permission is sought from parents before any tests/screening takes place and parents are advised of any findings and of strategies they can use to support their child.

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