

Dyslexia Friendly Policy



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Introduction

In every school there are a significant number of pupils with barriers to learning including those with specific learning difficulties such as Dyslexia. We have worked to provide a Dyslexia friendly environment throughout school. Our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and scaffolded manner, enabling progression and continuity to be experienced.

New Hall Primary School endeavours to meet the diverse needs of its pupils to ensure inclusion for all.

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 abilities. Our whole school approach underpins success for all pupils including those with Dyslexia.

What is Dyslexia?

There are many different definitions of Dyslexia. For this purpose, we are using the British Psychological Societies definition:

‘Dyslexia is evident when accurate and fluent reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.’

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

Teaching Strategies

Everybody has individual learning styles. Dyslexic children seem to process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling dyslexic children to learn effectively in the classroom. Therefore, at New Hall Primary School, we employ the following teaching strategies for dyslexic children:

- Have high expectations for intellectual stimulation, but reasonable expectations for written responses.
- We promote a 'can do' culture.
- Use multi-sensory methods of learning – VAK learning styles (Visual, Auditory and Kinaesthetic).
- Be prepared to explain things many times, in a variety of ways.
- Give guidance about how to do tasks systematically.
- Use PHSE activities using Jigsaw, personal achievement cards, dojos and weekly Starburst assemblies to promote positive self-esteem and celebrate achievement
- Enable dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Marking identifies success and improvement points (next steps).

Dyslexia Friendly Classrooms

At New Hall Primary School we recognise that the correct working environment is vital for all learners. For a dyslexic child, already they may be having difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need. If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed.

Therefore classrooms are:

- Arranged so that during lessons, the dyslexic child can sit near the front.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Adapted so that dyslexic children have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them.
- Information and displays are accessible e.g. using non-white paper, picture

clues.

- Classrooms are equipped with a 'Dyslexia Toolkit' providing resources that children may find helpful e.g. coloured overlays, reading rulers, magnetic letters .
- Cream coloured page subject books for the children to write in
- Cream coloured and font friendly reading books to choose from to support reading
- Dyslexia friendly keyboards and the use of assistive technology to record learning and extended pieces of writing to support children
- Use of Immersive Reader on word on laptops and ipads to support reading text aloud.
- Use of mnemonic devices, word mats, break down longer tasks into shorter stepped ones.

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 scaffolded as necessary
- Provide appropriate access arrangements for assessments
- Adapt learning environments and teaching styles to support all learners
- Use a multi-sensory approach which incorporates a variety of activities to engage and enable access to learning
- Recognise that Dyslexic learners have different strengths and weaknesses in their learning styles and these can vary for different tasks

Assessment and Intervention

The school's assessment and tracking procedures facilitate the early identification of difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted and an appropriate intervention programme is developed, in conjunction with the SENCO Mrs K McElroy-Stringer and the Pupil and School Support Service from Birmingham City Council.

New Hall uses a variety of evidence based interventions to support dyslexia and other learning difficulties including: Word Wasp; Word Hornet, IDL Literacy, Word Shark, Immersive Reader, Precision Teaching, Cued Spelling, Paired Reading and Pocket Folders.

Partnership with Parents

We acknowledge that maximum participation by parents/carers is essential in

embedding positive attitudes in dyslexic learners. We endeavour to be in regular contact with parents – face to face, on the telephone or via written communication. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help.

RESPONSIBILITIES OF THE HEAD AND THE GOVERNING BODY

- Determine the school's policy on and approach to providing for pupils with special educational needs.
- Establish appropriate funding and staffing arrangements to meet these needs
- Maintain a general oversight of the work of the school.