

Castleton&Glaisdale Federation

Dyslexia Policy

March 2015

1. Introduction

This document was produced to support the Special Educational Needs Policy. It was developed through a period of consultation with the staff. It was approved by the Governing Body in September 2011, and will be reviewed in line with the 3 year policy review schedule.

2. Principles

2.1 The School recognises the following definitions of Dyslexia:

‘Dyslexia is evident when accurate or fluent word 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.

‘Dyslexia is a learning *difference*, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have accompanying weaknesses in short-term memory, sequencing and the speed at which they process information.’

The British Dyslexia Association 2006

2.2.1 Combining these two definitions focuses on students’ word level skills but accepts that other difficulties may occur in conjunction with or as a consequence of dyslexic difficulties.

2.3 This policy recognises that research evidence continues to present fresh or conflicting ideas in relation to literacy difficulties and dyslexia; it has attempted to reflect the most recent evidence and debates.

2.4 The school recognises the need for culture-fair identification of dyslexic- type learning difficulties, which takes into account language, culture, socio-economic status, race and gender. All staff have had dyslexia training and are aware of key difficulties and dyslexic traits. They are familiar with how to identify children on the dyslexia continuum and use the check list. **See appendix 1**

3. Aims

- 3.1 To view dyslexia as a 'specific learning difference', which incorporates a range of strengths and weaknesses, as well as different learning styles and preferences?
- 3.2 To recognise that learning problems will arise if dyslexia is not recognised and teaching is not appropriate.
- 3.3 To meet the diversity of the needs of dyslexic students through appropriate provision within a mainstream setting; dyslexic students spend the majority of their time in mainstream classrooms and are the responsibility of all teachers and Teaching Assistants; individual differences in learning style will be noticed and teaching adjusted accordingly.
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- 3.4 To provide high quality support for dyslexic students by
 - raising awareness and understanding of dyslexia within school
 - establishing clear assessment and intervention procedures which enable early intervention and ongoing monitoring-**see appendix 2:Provision plan**
 - providing a needs-based combination of teaching adjustments, in-class support and interventions as appropriate
 - ensuring that parental concerns are acknowledged and addressed
 - increasing training opportunities for teaching and non-teaching staff, and governors.

4. Practice

4.1 Promoting parent partnership

- 4.1.1 Parents' concerns regarding their child's progress will be acknowledged and investigated; appropriate evidence will be collected to inform subsequent discussion, and further assessment may be carried out within school.
- 4.1.2 Parents will be invited to regular reviews of progress in relation to their child's targets / IEP, when learning programmes will be discussed.
- 4.1.3 Parents will be supported and advised on the nature of their child's difficulties, and may be directed to appropriate voluntary organisations or external agencies.
- 4.1.4 Staff will respond positively to any bewilderment, frustration, distress or anxiety that parents may have.

4.1.5 If there is disagreement between the school and parents on the level of concern, the student will be monitored over an agreed period of time and another meeting convened.

4.1.6 The first point of contact within the school is the class teacher.

4.2 Noticing diversity and early intervention

4.2.1 Teachers and Teaching Assistants will be encouraged to notice learning differences and to adjust their teaching and support accordingly at Wave 1.

4.3 Identifying barriers to learning

4.3.1 Assessment of dyslexia can often show evidence that

- fluent and accurate word reading and/or spelling has been learnt incompletely
- appropriate learning opportunities have been provided
- difficulties are persistent and progress has been made only as a result of much additional instruction and effort.

4.3.2 Assessment will focus on establishing a student's strengths and weaknesses in order to inform future teaching and support; it will not be completed purely for the purpose of a diagnosis of dyslexia.

4.3.4 A range of assessment procedures will be used to gain information about a student's strengths and difficulties.

4.3.5 It is recognised that students of all abilities may experience learning difficulties of a dyslexic nature; however, in some cases a student's cognitive skills will exceed literacy skills; placement of students in low ability groups will not be decided on the basis of their literacy skills only; teachers will ensure that curriculum content is appropriate to the student's level of understanding and interest.

4.3.6 It is accepted that phonological skills have a central role in the development of reading and spelling; research evidence suggests that approximately 80% of dyslexic students have problems with phonological processing; however, phonological difficulties will not be used as the defining feature of dyslexia as some dyslexic students have secure phonological skills.

4.3.8 Assessment of word level skills will be central to an assessment of dyslexic difficulties; however, other skills often associated with dyslexia that can affect learning outcomes will be investigated; these will include organisational ability, motor difficulties, sequencing, retention and emotional and behavioural difficulties.

4.4 Assessing students with EAL and students from ethnic and cultural minorities

4.4.1 In relation to students with English as an additional language, the Learning Support team will ensure vigilance in identifying learning difficulties and responding to them; interpretation of data will take full account of learning opportunities that have been available.

4.5 Adjusting teaching

4.5.1 The school regards dyslexia as primarily a mainstream issue; teaching will need to be adjusted throughout a student's school career and needs may change as a student matures.

4.5.2 Students with dyslexic difficulties will be provided with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet their individual needs; this will include differentiated materials and tasks to suit their particular learning profile.

4.5.3 The class teacher's responsibility will focus mainly on facilitating access to the curriculum, with advice from the Learning Support team. The SENCo will have overall responsibility for ensuring that students are provided with structured, systematic teaching as appropriate to help develop their reading, writing and spelling skills.

4.5.4 Some students with dyslexic difficulties will require special arrangements for Statutory Assessment at the end of Key Stage 2 and need special arrangements.

4.5.5 It is recognised that good progress in literacy skills is often linked to structured, systematic teaching programmes that occur regularly and frequently, and often involve a multi-sensory approach; these may be delivered individually or within small groups; the class teacher with support of the SENCO and outside agencies, will ensure that there is an appropriate balance between a student's need to pursue such an individualised withdrawal programme with their entitlement to access a broad and relevant curriculum.

4.6 Provision and resources

4.6.1 The school recognises that there is a continuum of learning difficulty; this will be met by a corresponding continuum of resources; students on the SEN register will be supported through a needs led combination of differentiated resources and tasks within mainstream lessons, additional support from Teaching Assistants, and possibly a withdrawal programme.

4.6.2 A range of intervention programmes will be delivered, including published material; intervention programmes will be used selectively and appropriately; they will be monitored and evaluated, and teaching adjusted as necessary to meet the continuing needs of the student.

4.6.3 The school will draw on advice (as necessary) from the range of support services available within the Education Authority.

4.7 Promoting pupil participation

4.7.1 Students will be regarded as active participants in the learning process; they will be involved in:

- setting and reviewing targets and progress identifying helpful support strategies
- receiving prompt feedback on their progress
- investigating their own learning style

4.8 Monitoring arrangements

4.8.1 Monitoring procedures for students with dyslexic difficulties will occur at three levels, as with all students with special educational needs:

- monitoring students' progress
- monitoring the effectiveness of interventions
- monitoring curriculum access and the effectiveness of whole school approaches

4.8.2 All students with SEN (including students with dyslexic difficulties) are monitored through regular reviews of their targets, following guidelines laid down by the Code of Practice; these procedures will contribute towards planning and implementing support programmes.

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