



Policy Statement on Specific Literacy Difficulties (Dyslexia)

Description

Dyslexia is a specific learning difficulty which mainly affects the development of literacy and language related skills.

It is likely to be present at birth and to be lifelong in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and the automatic development of skills that may not match up to an individual's other cognitive abilities.

It tends to be resistant to conventional teaching methods, but its effects can be mitigated by appropriately specific intervention, including the application of information technology and supportive counseling.

British Dyslexia Association 2011

Dyslexia is a continuum with some people exhibiting few dyslexic characteristics and others displaying many of the characteristics. Often dyslexic learners experience disparity between potential and attainment which can lead to low self-esteem, frustration and even social, emotional and behavioural difficulties.

Aims

At Edale Rise our aim is:-

- To identify children who display characteristics of dyslexia as early as possible to enable intervention to begin as soon as possible. Under guidance from the LA Learning Support Team we would normally wait until Year 3 to undertake a more formal assessment through screening.
- To provide effective support for children with dyslexia through intervention, pre-/post- teaching and resources.
- To inform parents and work with them to support their child.
- To keep informed on current developments and thinking about the subject.

Identification and assessment

Teachers and Teaching Assistants are familiar with the characteristics of dyslexia (and receive appropriate and relevant training). Any child staff are concerned about would continue to be monitored whilst further information is gathered from the class teacher, the TA, the parents, anyone who works with the child and the child themselves. More formal assessments may then made by the teacher, SENDCo or Higher Level TA, using screening tools and/or Routes to Inclusion assessment materials, as well as using evidence and information gathered.

School would then ensure that the child has all the necessary dyslexia friendly and good quality first teaching strategies in place to enable them to access the curriculum. All those who work with the child will be aware of both their strengths and their weaknesses and teaching will be adjusted accordingly. If there are still sufficient areas of concern the child may then be placed at SEN support where further interventions will be implemented. Advice may be sought from the LA Learning Support Team and/or Educational Psychologist about those children exhibiting significant difficulties.

It is the school's policy to involve parents throughout the process including initial concerns, provision mapping and target setting as well as regularly reviewing progress. We always work in partnership with parents even if their child does not have an Individual Provision Map.

Intervention and support

For the majority of children with dyslexic tendencies, intervention and support will be provided within the classroom, with support, work and resources differentiated for them by the class teacher, based on the principles of good practice for all children.

All teachers teach in a dyslexia friendly way and the following strategies are applied in every classroom:-

- Multi sensory methods of teaching.
- Classroom resources of useful aids.
- Buff backgrounds on whiteboards/Powerpoint presentation.
- Dual coding.
- Words with symbols on resources.
- Coloured rulers for reading.
- A4 coloured overlays in a selection of colours.
- Dyslexia friendly font and layout on computers/ Interactive Whiteboards/Powerpoint presentations.
- Worksheets on pastel paper for identified children.
- Alternative ways of access and recording, for example, immersive reader, keyboard, speech-to-text, video, mind mapping, voice, visual.

There is a recognition and commitment to the use of high quality technology for pupils with dyslexia.

Some pupils may have additional support from our Higher Level Teaching Assistant within a small group, using specific targeted resources.

Children with dyslexia may require dispensations or special access arrangements when taking formal tests. This will be discussed with the Senior Leadership Team and, if necessary, Learning Support Teacher or Educational Psychologist to ensure arrangements are in place.

Monitoring

To ensure the effectiveness of the policy the school will:

- Measure the progress of dyslexic children - by teacher assessment, pupil's self assessments and standardised tests.
- Provide appropriate levels of support and resources.
- Discuss the policy and their child's progress with parents on a regular basis.

Resources

Multi sensory teaching methods are used in all classes to meet the needs of children's individual learning styles.

Specific resources available include:-

- Style Dyslexia
- Phonics games
- Memory games
- Coloured overlays
- Coloured eye rulers
- Easy grip pens
- ICT- e.g. immersive reader, speech-to-text, Word, TT Rocks