



Dyslexia Friendly Policy

Adapted for Villiers Primary School by S.Phillips (January 2023)

Approved by Chair:

Review Date:

SHINE Academies Dyslexia Friendly Policy

The schools endeavour to meet the diverse needs of their students to ensure inclusion for all. All of our students are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced. It is important that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all students, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted. The Governing Body believes that all students regardless of ability and behaviour are valued equally at the school. We believe that this not only benefits students with dyslexic tendencies but also has significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

What is Dyslexia?

'Dyslexia is evident when accurate and 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. It provides the basis for a staged process of assessment through teaching'. British Psychological Society 1999 (as adopted by Staffordshire County Council January 2007) According to the Dyslexia Institute, dyslexia can be defined as: '...a combination of abilities and difficulties which affect the learning process in reading, writing, spelling and sometimes numeracy.' Students with dyslexia frequently have weaknesses in short term memory, sequencing and processing information - skills everyone needs to learn effectively in a busy classroom. What may start as a learning difference becomes a learning difficulty if dyslexia goes unrecognised and the teaching is inappropriate. However, if those with milder forms of dyslexia are identified early and given the opportunity to learn the way they learn best, they may cease to have special educational needs. The skills and strategies which students with dyslexia need in order to learn can be taught.

Teaching strategies

Everybody has an individual learning style. Students with dyslexia process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling students to learn effectively in the classroom. Therefore we employ the following teaching strategies:

- 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.
- Be prepared to explain things many times, in a variety of ways.
- Give guidance about how to do tasks systematically.
 - Promote positive self-esteem at every opportunity.
- Be aware of signs of tiredness and fatigue, implementing Take 10 to allow children opportunity for a break within their learning.
 - Enable all children including dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Marking identifies success and improvement points (next steps).
 - Use of ICT (Education City, sound recorders and digital cameras for example.)
 - Use adult or 'Buddy' support where appropriate.

Dyslexia Friendly Classrooms

We recognise that the correct working environment is vital for all learners. For a student with dyslexia, 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, students with dyslexia can sit near
- the front of the class.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
 - Adapted so that students 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 and picture clues

Visual stress

Visual stress is a condition that is frequently linked to Dyslexia. It may cause the following:

- Headaches and visual problems from exposure to patterns in text
- Squinting
- Slow pace of reading
- Lack of stamina in reading
- Inaccurate age-expected reading At Red Oaks, our Dyslexia and SpLdD friendly approach also seeks to reduce visual stress experienced by our learners.

An assessment for visual stress can take place site by LW/BE/LC or SEP. (This is not a formal diagnosis)

Identification of Dyslexia at Villiers

If we believe a child is displaying traits of Dyslexia or visual stress, we follow the steps outlined below:

- 1) Teacher or support staff refer to class posters, 'Signs of Dyslexia' and 'Visual Stress'. Support staff to raise any concerns about pupils to class teacher. Staff receive regular CPD on dyslexia to enable them to look out for indicators. If following enhanced provision and intervention there are still concerns then CT speaks to SENDCo as in point 3.
- 2) If a parent raises concerns about their child regarding Dyslexia, class teachers should continue to point 3.
- 3) Teacher to speak to school's SENDCO or dyslexia lead (Mrs Woodward or Mrs Phillips) At this point, teachers and TAs should complete the Cognition and Learning Checklist.
- 4) Interventions will continue to be put in place for these children. Children may be given a termly IEP (Individual Education Plan)
- 5.) GLReady assessment to take place.
- 6) School SENDCO to screen for specific difficulties (including visual stress) and analyse learning profile.
- 7) If there are still concerns following significant interventions, SENDO to refer child to Specialist Teacher / Educational psychologist for further assessments.

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.

Exam access and arrangements

Each year the DFE produce guidance of exam access and this is followed for all pupils. Children with a diagnosis of dyslexia will be awarded extra time in KS2 Sats.

Partnership with Parents

As the Code of Practice on the identification and assessment of Special Educational Needs states, 'Professional help can seldom be wholly effective unless it builds upon parents' capacity to be involved.' 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 face to face. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help. Parent workshops are available and held on site or over Teams. Parents will be informed of each stage of diagnosing dyslexia.

Complaints Procedure

If you have a complaint, please come and see us. We will listen and deal with it as quickly as possible. When parents are worried or unhappy about any aspect of school life or the curriculum they should come and talk to the class teachers first. This will usually resolve the problem; however, if they are still dissatisfied then they should contact either the Head teacher or Chair of Governors. The Complaints Procedure can be found on the school's website.

