

Strawberry Fields Primary School



Dyslexia Policy

September 2023

Statement of intent:

As a school we will make our best endeavours to identify and respond to the “unexpected difficulties” that a dyslexic learner may encounter. In these situations, teaching staff will support a range of diverse learning needs in mainstream settings and are empowered to do this by school procedures and systems. Strawberry Fields Primary School will recognise that teaching staff, as individuals, are key to the success of students overcoming their difficulties.

Aim:

All staff at Strawberry Fields Primary School play a vital role in working collaboratively to ensure that the needs of pupils with dyslexia are met effectively. All staff are committed to ensuring appropriate identification, assessment and provision.

The Aims of this policy are to facilitate and encourage:

- Whole school responsibility for supporting children with Dyslexia
- Dyslexia friendly learning environments
- Early identification of children at risk of experiencing literacy delay
- Effective and equitable access to planned support using staged intervention
- Appropriate intervention strategies relevant to the child’s specific needs
- Effective profiling and tracking of children’s literacy development
- Innovative relevant curricular initiatives
- A range of CPD opportunities relating to Dyslexia for all staff
- Effective networking for sharing and celebration of good practice
- Children’s resilience, empowerment and choice

Definitions of Dyslexia

“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. These are the skills that everyone needs if they are to learn effectively in a busy classroom. They are also key skills for life.”

The British Dyslexia Association (BDA).

The Dyslexic Profile

The purpose of this section is not to provide a checklist through which a pupil may be labelled as dyslexic, but rather, to support teachers to be aware of learners who may require more differentiated teaching approaches to support their literacy development.

A primary school pupil with dyslexia may experience difficulties in all or some of the following areas. Many of the following difficulties can be found in younger children. For example, many pupils reverse letters until around the age of 8 years. Concerns regarding dyslexia should only arise if such difficulties continue when additional support has been given, and/or when they are combined with a number of other difficulties:

- a poor sense of direction and confuse left and right
- difficulty tying shoe laces and dressing
- a discrepancy between receptive and expressive language
- short-term memory limitations, for instance, finding it hard to remember arithmetic tables, the alphabet or classroom instructions

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- pronounced reading difficulties - but don't forget that not all dyslexic children have these problems

Specifically look out for:

- hesitant or laboured reading
- omitted lines or repetition of the same line - loss of place in the text
- muddling words that look alike, e.g. 'no' and 'on', 'for' and 'off' and 'was' and 'saw'
- difficulties in saying multi-syllabic words
- problems understanding what they have read

Difficulties with writing and spelling. Errors might include:

- a disparity between written and spoken language
- messy work, for example, curled pages, crossings out and badly set out
- handwriting that looks heavy and laborious

Family history is significant as dyslexia is often inherited. However, it is important to remember that parents may not be aware of their own dyslexia, as a generation ago people were not well informed. There are other general 'tell-tale' signs so a dyslexic child may:

- appear bright and able, but cannot get their thoughts down on paper
- have areas in which they excel, particularly in drama, art and debating
- be clumsy
- act as the 'class clown' to mask what they see as their academic failure
- become withdrawn and isolated, sitting at the back and not participating
- be able to do one thing at a time very well but can't remember an entire list
- look 'glazed' when language is spoken too quickly
- go home exhausted at the end of a normal day because they have had to put so much effort into learning
- be vulnerable to bullying

How we will help a child at risk of Dyslexia:

The British Dyslexia Association suggests that standards for good practise fall into four categories:

1. Leadership and management in the school (whole school approach)
2. What is the Quality of Learning?
3. Creating a Climate for Learning
4. Partnership and liaison with parents, carers, governors and other concerned parties

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If we have a concern that a child may be Dyslexic, the SENCO will check that the following are in place in the classroom:

Observation Checklist

No:	Learning Environment	Achieved Y/N	Comments
1	The room is well ventilated and at an appropriate temperature.		
2	The room is well lit, ideally with natural light.		
3	Dyslexic (or high risk) pupils are placed near to the front of the class within easy view of the teacher.		
4	Dyslexic (or high risk) pupils are positioned so they have a clear view of the board.		
5	Dyslexic (or high risk) pupils have sufficient space to accommodate their work, particularly left-handers.		
6	The classroom is as quiet as possible to avoid noise disturbance, when appropriate i.e during teacher's input.		
7	Movement around the classroom is minimised to avoid visual disturbances, when appropriate i.e. during teacher's input.		
8	Sources of equipment/resources are clearly labelled and organised.		
9	Key words/vocabulary are placed strategically around the classroom to support current topics.		
10	Desk-top aids are available and their use encouraged, when appropriate to learning.		
No:	Teaching Practice	Achieved Y/N	Comments
1	Clear objectives are stated at the start of the lesson (the big picture is given).		
2	Links to previous learning are made, where appropriate.		
3	Priority points and/or new/key vocabulary are given, explained and recorded clearly, such as through bullet points, wall displays etc.		

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4	The teacher utilises a multi-sensory approach for all learning points throughout the session, taking into account all learning styles.		
5	There is a minimum requirement for Dyslexic (or high risk) pupils to record/copy information from the board or from books (supply hand-outs, when copying from the board or books, is required).		
6	Teacher notes/hand-outs that contain the learning points are readily available for pupils.		
7	Pupils are encouraged to record information in a variety of ways, e.g. mind-maps, diagrams, bullet points, pictures, etc.		
8	All pupils are actively encouraged to make verbal contributions and take part in discussions.		
9	Dyslexic (or high risk) pupils are not made to read or write in front of the class, when they are not confident of what is expected from them.		
10	Resources/hand-outs are tailored to meet the needs of Dyslexic (or high risk) pupils.		
11	Collaborative working is encouraged including group work, the sharing of notes, learning buddies etc.		
12	The pace of the session should take into account the needs of all learners, with time built in for thinking and brain breaks.		
13	Frequent and effective use is made of questioning, both open and closed questions to check understanding.		
14	Dependent on the child, pupils are not expected to multi-task and tasks are clearly demarcated as looking, listening and writing, with an equal balance of such tasks being evident, when appropriate to the learning objectives.		
15	The lesson follows a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit.		
16	Pupils are encouraged to ask questions and make oral contributions.		

17	Additional time is allowed within sessions for Dyslexic (or high risk) pupils to process information and for reading and writing.		
18	Key points are reinforced and highlighted both orally and visually.		
19	Effective use is made of colour, visual aids, etc. within presented information to highlight key points.		
20	Instructions and information are broken down into small steps with no more than 3 clear pieces of information being given at one time. Checks of understanding are made after each stage.		
21	Hand-outs conform to Dyslexia friendly guidelines (see attached BDA Dyslexia Friendly Style Guidelines 2022).		
22	Positive and constructive feedback is given to pupils at appropriate intervals.		
23	Homework tasks are clearly explained and homework instructions are written down for Dyslexic (or high risk) pupils. (Homework is not set in that last few minutes of the session).		
24	Marking criteria are clearly explained to pupils, but use of the Strawberry Fields Primary marking codes, displayed in each classroom. The children should be made aware of these codes and an explanation provided. This also includes the use of green pens for marking.		
25	There is a recap of the objectives and key learning points at the end of the session, when appropriate to the learning objectives.		
No:	Marking/Assessment	Achieved Y/N	Comments
1	Homework set is appropriate for the individual pupil, where necessary it is differentiated.		
2	Pupils are encouraged to record homework in a variety of ways, if appropriate.		

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3	Where appropriate, homework is marked for content rather than accuracy of spelling, etc. Recognition is also given for effort. Use the green pen marking procedure to help with this.		
4	Feedback should be positive and constructive.		
5	A clear indication of the time to be spent on homework should be given.		
6	Clear and realistic deadlines for the submission of homework should be set, communicated and confirmed with the pupil and clearly recorded for them.		
7	Parents and pupils are encouraged to comment on the homework set and such comments are reviewed and utilised to inform future practice.		
8	Pupils know how to access additional support with homework if required.		
9	Reminders, such as notebooks, personal checklists, etc. are used to help pupils remember specific items/equipment for future sessions.		

Children that show literacy difficulties or fit areas of the Dyslexic Profile will be routinely screened in Year 1 (and other year groups if needed) using the Nessy Dyslexia Quest Screening tool. If they are at high – moderate risk, they will be placed on the Nessy Reading and Spelling intervention, which can also be accessed at home. This screening cannot be carried out with EYFS children.

Tools to help us:

http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/About_Us/policies/Dyslexia_Style_Guide.pdf

A Tips for Primary Schools Hand-out (given to every Teacher)

Further Help:

- British Dyslexia Association – www.bdadyslexia.org.uk
- Dyslexia Institute – www.dyslexia-inst.org.uk
- Helen Arkell Dyslexia Centre – www.arkellcentre.org.uk
- Dyslexia Research Trust. Information on research, particularly vision, genetics and nutrition - www.dyslexic.org.uk

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