

**Kildwick CE Primary School**  
*Striving for Excellence and Promoting Christian Values*

**Date Approved: March 2017**

**Next Review: March 2018**

### Dyslexia Policy

At Kildwick CE Primary School we aim to develop in each child the knowledge, skills and attitudes that will enable them to reach their full potential. We do this by providing a broad and balanced curriculum for all children.

We do however recognise that some children either cannot or do not achieve in line with expectations. This can be manifested in many different ways, ranging from difficulties acquiring and using new knowledge, concepts and skills to extremely low levels of self-discipline. The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Class Teachers are aware of the need to consider where there may be learning difficulties, such as dyslexia, which require additional support or use of different teaching strategies. Staff will identify and discuss, with the SENCo, children who do not progress as quickly as his/her classmates or do not seem to progress at all, children who clearly have areas of ability as well as weaknesses, children who show problems progressing with written work, reading, maths, organisation and time and also children with poor learning behaviour including not always appearing engaged in their learning. A child who has a cluster of these difficulties together with some abilities may be Dyslexic.

### Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child and is Dyslexia Friendly (See Appendix 1).
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To provide teachers with skills to ensure that Dyslexic children are recognised and supported.

### Roles and Responsibilities

Class Teachers will monitor children and identify with the SENCo if they feel there are specific SEN needs which could indicate that a child maybe Dyslexic. If the Class Teacher and the SENCo agree that further assessment is required, this will be discussed with parents and carers. With parent/carer consent a referral will then be made by the SENCo for external support.

Class Teachers will ensure that, where appropriate and possible, classrooms are Dyslexia friendly (See Appendix 1). The Headteacher and SENCo will monitor this through learning walks and teaching observations.

### **Achievement of pupils with Dyslexia**

As per the SEN policy, to ensure good life outcomes for this vulnerable group, additional and focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Completion of statutory functions by the Head Teacher and SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM) to audit.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, Head Teacher and SEN governor. This may also include LA advisors.
- Detailed discussions with families and pupils.
- Progress through a variety of transitions.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

The governing body evaluate the work of the school as per the SEN policy, which is:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

The SENCO and the named Governor for SEN will hold termly meetings to review the work of the school in this area.

## Appendix 1

### A Dyslexia Friendly Classroom

We ensure that all classrooms, where possible, are 'Dyslexia Friendly'.

- We recognise all children's strengths and make sure that they have opportunities to demonstrate them: for example, the child who struggles with numbers and the number system may be very good at problem solving, or a child who has difficulty with word-level work may shine in oral work and shared reading or writing sessions.
- Children have 'study buddies' whose skills complement their own: a child who has good ideas for writing (composition) but difficulty with spelling and handwriting (transcription) is paired with a child who is good at transcription but weaker at composition.
- We encourage a positive view of dyslexia and dyscalculia among children – helping the class to understand what dyslexia means and talking about positive role models (talented adults, celebrities and 'ordinary' people who are themselves Dyslexic).
- We make arrangements for any text that a child will struggle to read (written instructions, word problems in mathematics, texts in literacy) to be read to them by a 'study buddy', teaching assistant or teacher.
- We avoid asking Dyslexic children to copy from a board as they may struggle to find their place as they go from board to paper and back. Instead, we have them work with a study buddy, or we quickly jot things down for them, or use a photocopied transcript.
- We recognise that Dyslexic children may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. We avoid getting cross with them when this happens; instead, we talk with them about strategies, linked to their personal learning styles, which they can use to help them remember things.
- We listen to parents' or carers' concerns and make sure that they are clear about what is being done to help their child and how they can contribute. We actively involve the child as well as their parents or carers in deciding on the targets to be set and the strategies which the child, their parent or carer, teacher and teaching assistants will use to ensure progress.
- We have sought and used advice on the best hardware and software for Dyslexic and dyscalculia children - audio-taped texts, portable word processors, speech supported texts, spellcheckers, mindmappers, software to be used within a programme of teaching in order to practise phonics and spelling, or promote recall of number facts and the order of numbers, software which provides images and models to help the child understand the number system.
- We write down homework instructions, so that the child can concentrate on listening to the teacher, and not misunderstand what needs to be done.
- We make sure we use the special arrangements available for National Curriculum tests for children with special educational needs.
- If work has to be marked in the child's absence, and there are lots of errors in spelling, for example, or recalling number facts and doing calculations, we highlight one or two rather than highlighting all the errors. We use these errors as teaching points, suggesting a way of avoiding the mistake in future. For example, we highlight the similarity of the spelling to other known words, the nearness of a number fact to other known facts, a resource (like a tables square or alphabet chart) they should be sure to use when in doubt.
- We make frequent use of techniques that work for visual and kinaesthetic learners, as well as those that work for auditory/verbal learners - for example: mind-mapping as a way of recording ideas,

planning writing, or showing the steps involved in approaching mathematical problems; providing diagrams, illustrations and practical equipment (for example, bead strings) to model ideas and techniques.

- We design worksheets so that the layout is uncluttered and the reading level accessible. We use large print (12–14 point) and a clear font such as Arial. Important information is in bold or coloured; we use cream or buff paper wherever possible, to reduce glare.
- We recognise that sequences such as counting on or back in different steps, days of the week, months of the year, or the alphabet may be difficult to learn, and provide the child with aids (for example, a pocket alphabet or calendar, number grids and squares).
- Where children struggle to remember things by rote, we help them to overcome the problem by drawing on their strengths in the use and recognition of pattern and meaning - for example: • morphemes and spelling rules; • patterns in multiplication tables; • subtraction as the inverse of addition, multiplication as the inverse of division, deriving new number facts from known facts.
- We understand that some children find it hard to hold questions, information or instructions in their heads for long enough to act on them (short-term memory difficulty). For these children, we: • repeat instructions/questions; • 'chunk' them rather than saying in one long string; • jot them down on a sticky-note, or encourage the child to do so; • allow time for processing (for example, paired discussion with a partner before putting hands up).
- We frequently praise children's ideas, effort and any success in reaching personal targets, using at least four positive comments to every one negative, so as to boost their self-esteem.
- We vary child groupings according to purpose and learning objective, avoiding arrangements which lead any group to class themselves as 'low ability'.
- We never ask a child with Dyslexic difficulties to read aloud in front of other children, unless they volunteer.
- We provide the child with a study pack containing, for example, highlighter pens, sticky-notes, a line tracker for following text, blank audio tapes, index cards for subject vocabulary or spelling mnemonics, sticky labels to use to correct or conceal, a tables square, place value cards, a pocket number line, number cards, a hundred square, a calendar, a shapes chart.
- The 'dyslexia-friendly' classroom Handwriting models and mnemonics are on display so that the child can avoid reversals.
- There is a clear understanding of the difference between two aspects of writing - composition and transcription. We know that children can be good writers even if their transcription skills are poor; we highlight the strengths while working on the weaknesses. Where children have difficulty with transcription - the secretarial aspects of writing - we provide alternatives to paper and pencil recording: for example, pairing the child with another child who acts as scribe, use of suitable ICT (on-screen word grids, predictive word processing and speech feedback).
- We make sure that someone (parent, carer, peer, older child) is reading aloud to the child things that they can't or won't read for themselves.
- We provide practical aids which anticipate possible difficulties - for example, an alphabet strip, spelling resource box, word mats, words on the wall, words on bookmarks, spelling dictionaries.
- We give children the books or text to be used in shared and guided reading ahead of time, so that they can practise; we also plan for them to have pre-tutoring on the texts with an adult or a peer.
- We make sure we use age-appropriate reading material (high interest/low reading age) in guided and individual reading so that the Key Stage 2 child does not have to be seen to read, for example, texts which children will associate with Key Stage 1.

- There is a clear understanding of the difference between numerical fluency and mathematical understanding. We know that children can be good at other aspects of mathematics even if their numerical fluency is poor; we highlight the strengths while working on the weaknesses.
- In mathematics, there is an understanding that some children find mental calculations difficult because their short-term memory problem makes it hard for them to hold a question or a multi-step operation in their heads while they work out the answer. For this reason, we encourage the use of jottings (for example, on sticky-notes).
- Where children have difficulty in retrieving basic number facts we encourage them to use aids - like a small table square, place value cards, pocket number line or pocket number ruler.
- We use numbers that children can manipulate successfully when introducing new mathematical procedures, so that the child can focus on the method and not on the numbers themselves.
- We make sure that the older child can use a calculator when problems in numerical fluency are holding them back from solving problems that are within their level of understanding.
- We encourage flexible approaches to working out calculations, building on previous knowledge.
- We encourage a variety of ways of learning the number facts for multiplication - for example, doubling, halving, finger multiplication, using the commutative law, the pattern of 9s.