



WEST RISE JUNIOR SCHOOL

POLICY:

DYSLEXIA POLICY

Original Date of Policy:

Reviewed November 2020
Reviewed November 2022

Ratified by Governors:

Signed:

Review Date: November 2024

At West Rise Junior School we inspire and empower independent and creative learners who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect

At West Rise Junior School we aim to identify and support all pupils identified as being 'at risk' of dyslexia

West Rise Junior School is a Rights Respecting School and puts the articles of the Unicef Children's Rights Charter at the heart of all school policy. This policy reflects that as a school we recognise that all children have the right to be safe, be educated and learn, be treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities.

BACKGROUND AND RATIONALE

POLICY DEVELOPMENT

This policy has been developed in accordance with East Sussex guidelines (2009) and has been written using knowledge gleaned from members of staff accredited with specialist dyslexia status. The school have a Dyslexia Specialist HLTA (Karen Stephens).

RATIONALE

Children and young people with a specific learning difficulty find it harder to learn to read, write and spell than other children. Dyslexia is one type of specific learning difficulty. It is important that as an inclusive school we identify dyslexia as early as possible and provide high-quality teaching and support for these children.

There is much research into the subject and condition of dyslexia. There are many views about what dyslexia is. East Sussex Local Authority uses the following definition 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 problem is severe and persistent despite appropriate learning opportunities. It provides a basis for a staged process of assessment through teaching."
(British Psychological Society: Division of Educational and Child Psychology.1999).

At West Rise Junior we have also adopted the Rose Review definition of dyslexia:

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across a range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia."

(Independent Review of the Primary Curriculum, DCSF, Sir Jim Rose 2009).

It is important that staff are aware that dyslexia is not to do with a pupil's background or ability. Sometimes children have emotional problems if their dyslexia is not identified and they are not supported as early as possible.

AIMS

At West Rise Junior School we aim to identify and support all pupils identified as being 'at risk' of dyslexia

It is essential to overcome the barriers to learning and emotional/social wellbeing for children with dyslexia. We aim to:

- Meet the diversity of children's' literacy learning needs through appropriate provision in the classroom
- To provide a range of high quality support for dyslexic pupils
- Promote partnership with parents
- Develop staff knowledge and understanding of dyslexia

STRATEGIES

Good practice will enable children with dyslexia to access the curriculum on offer and to make progress at West Rise Junior School. In order to gain dyslexia friendly status we will:

1. Notice diversity and make an initial action
2. Identify barriers to learning
3. Adopt a culture-fair assessment
4. Adjust teaching and provision
5. Develop programmes for staff
6. Make adequate provision
7. Promote pupil participation
8. Promote positive parent partnerships
9. Monitor these arrangements

1. Notice diversity/initial action

- Teachers should always consider that pupils with reading and/or spelling difficulties beyond the normal age may be dyslexic and will notify the SENCO or dyslexia specialist HLTA.
- Given the expected level of attainment amongst pupils in our school, teachers will be alert to apparent discrepancies between pupil's levels of attainment and potential as a possible indicator of dyslexic difficulties.

- Teachers follow a preliminary checklist (see Appendix 1 – Dyslexia Referral Checklist) to focus observation of these pupils.
- Following this referral, the child will be observed by the SENCO or specialist HLTA and screened for dyslexia if it is felt necessary.
- Feedback following the screening between Teacher and Parent (with SENCO/HLTA available if required) is essential to understanding the child's needs and knowing how to make appropriate provision

2. Identify barriers to learning

It is important to consider each of the three strands of evidence when making a dyslexia referral:

A. Fluent and accurate word reading and/or spelling has been learnt/is being learnt very incompletely

- Assessing reading and spelling levels may include assessment of basic literacy skills, teacher observations, school records, annotated samples of work, parental reports, standardised tests

B. Appropriate learning opportunities have been provided

If this is the case and the children are still not making progress a referral should be carried out.

C. Progress has been made only as a result of much educational effort/instruction and difficulties are nonetheless persistent

Check pupil's progress over time using assessment data, planning, delivering and monitoring an intervention programme (e.g. ALS). Progress is checked during PPMs (Pupils Progress Meetings).

Whilst teachers may use a letters and sounds assessment as central to an assessment of dyslexic difficulties, it is essential to assess other factors that could affect learning outcomes that are associated with dyslexia such as organisational ability, motor difficulties, sequencing, short term memory and retention.

3. Adopt a culture-fair assessment

Particular care should be taking when making a judgement about children with English as an additional language and for children from ethnic and cultural minorities, to ensure that practice is not discriminatory. Therefore, the interpretation of any assessments should take full account of the learning opportunities available.

4. Adjust teaching and provision

For a dyslexic pupil experiencing difficulty with phonics, teaching may need to be adjusted throughout the pupil's school career and is likely to involve the following approaches:

Structured, systematic teaching programmes:

Toe By Toe

Blitz

Word shark

Precision Teaching

Other programmes should be available to deal with other associated difficulties such as motor problems, auditory processing, low self-esteem, retention problems:

Jump Ahead

Self Esteem/Social Skills groups

These programmes will be carried out by the class teams and class teachers will have overall responsibility for tracking and monitoring progress.

- Teachers must ensure they provide good-quality teaching in the classroom and appropriate and effective learning opportunities for children with dyslexia. A Quality First Teaching approach should be adopted in all classrooms, which includes solid differentiation and visual supports for those that need them.
- The type of support given by the school will be based on methods that have proved to be successful in the past. The school will regularly monitor and assess the support given, which will be regular and consistent and use multisensory teaching methods (teaching that uses the children's senses; sight, sound, kinaesthetic and touch) where appropriate.
- In the case of a child with severe dyslexic difficulties the school must provide a teacher with a specialist qualification or a specialist TA supervised by a specialist teacher (the severity of the dyslexia is defined by the lack of progress and not being able to access a suitably differentiated curriculum (as described in the SEN code of practice)).
- The school must have a specialist teacher on their own staff or pay for services to provide this.

5. Develop Programmes for Staff

All teachers and TAs should feel confident in working with pupils with dyslexic difficulties therefore the school encourages all staff to develop their knowledge and understanding of dyslexia.

- Awareness – TA's and Teachers to have dyslexia awareness training (this can be delivered 'in-house' by the Dyslexia specialist members of staff). This will mean they will be confident to identify children with dyslexic difficulties. They will also understand the feelings of frustration and low self-esteem that can co-occur with dyslexia and know how to make sure these young people learn effectively.
- Knowledge level – Intensive training provided so that a trained teacher/TA is available to support and advise other staff on appropriate identification and intervention strategies for pupils at risk of dyslexia.
- Specialist Level – Programme for those wishing to gain high level of expertise. The school should take advantage of the teacher/TA expertise available.

6. Make adequate provision

Interventions should vary according to individual needs, in line with the SEN policy and Code of Practice. The provision for the child will depend on the results of the dyslexia screening which highlights areas of weakness.

Advice from outside agencies may be used including the Dyslexia Institute, the British Dyslexia Association and the [Communication, Learning and Autism Support Service - CLASS](#), (where applicable). In addition the school should seek to benefit from organisations, schools or other groups which have particular knowledge or experience in dealing with pupils with dyslexia.

7. Promote Pupil Participation

- Pupils should be regarded as active participants in their learning process. They should be invited to comment on targets and progress, on what they find most difficult or helpful. They should be invited to participate in reviews, set up their own targets, set up their own strategies to help them improve their levels of organisation and study skills.

8. Promote Positive Parent Partnerships

- We will endeavour to identify children who are at risk of having dyslexic difficulties as early as possible.

- We will help parents and carers understand their dyslexic child's strengths and difficulties and - help them to support their learning
- Parent's concerns will be dealt with promptly and constructively
- The school will share with parents the nature of their child's difficulties
- The school will seek parent's opinions about the child's strengths and difficulties
- If parent and teacher disagree about a child's difficulties , the school will monitor progress and collect evidence to bring to a later meeting
- Children's progress will be reviewed at parent's evenings
- Parents will be offered suggestions on ways to support their child's reading and spelling at home.

9. Monitoring

Regular monitoring will take place at three levels:

- A) Monitoring the progress of dyslexic pupils (SENCO and class teachers) in accordance with SEN and Assessment Procedures
- B) Evaluating teaching effectiveness as part of general reflective teaching practice
- C) Monitoring the whole school response (Governing Body via Special Needs Governor and SMT).

The Governing Body and Staff aim to establish and promote a dyslexia friendly school

Appendix 1 – Dyslexia Referral Checklist

DST Referral

To be completed by the class teacher

Name of Child		Date	
Year	Class Teacher		
Reason for referral			
PLEASE PROVIDE COPIES OF WORK THAT SHOWS EVIDENCE OF THESE CONCERNS.			
	Yes	No	Comments
Do you have concerns about the progress of this child in comparison with their oral skills or ability in other areas?			
Do they reverse their numbers?			
Do they have poor comprehension of what is being said?			
Do they find it difficult to memorise particular information?			
Do they often misread?			
Do they often copy things down wrong?			
Do they perform similar tasks with different success rates from day to day?			
Do they confuse or reverse letters or numbers or confuse their order?			
Do they struggle with sentence structure and organising their written work?			
Do they spell a word in different ways within the same piece of work?			
Do they take longer than average to complete their written work?			
Do they have the appropriate equipment for intended task? Good organisational skills?			
Do they use avoidance tactics, such as going to the toilet when work has to be done?			

Has a miscue analysis been carried out?			Result:
Any other comments			