Overdale Junior School

Dyslexia Friendly Policy
To be read in conjunction with the school's SEN Policy

February 2015

1. Introduction

1.1 What is dyslexia?
The British Dyslexia Association's definition 1999:

> *Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short - term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notations.*

Some children have outstanding creative skills; others have strong oral skills. Dyslexia occurs despite normal teaching, and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above average intelligence.

1.2 Principles
As part of the Dyslexia Friendly Schools Initiative, here at Overdale Junior School we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan. All staff recognise compounding factors that may co-exist with dyslexia. The school's SENCO has achieved the SENCO National Award. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

2. Early Identification and Provision

The school's policy for assessment and identification of children's special needs is set out in the SEN Policy. It is the teacher's responsibility to recognise the early signs of dyslexia and arrange for preliminary assessments, in liaison with the SENCO. Parents and carers also need to be aware of the difficulties their child is encountering; indeed, it may be their initial concerns that have alerted the teacher.

Assessment should include: background information, pupil interview, classroom observation, norm referenced and criterion referenced assessments.

Action taken is guided by the school's SEN Policy, the SEN 2014 Code of Practice, and the available school resources. It may include all or some of the following:

- appropriate differentiated planning by the class teacher;
- an Individual Education Plan (IEP);
- support from a teaching assistant, under the guidance of the class teacher and/or SENCO;
- regular reviews to determine progress and evaluate effectiveness of support;

- additional advice from a member of the Education Support Services;
- consultation with or referral to the advisory teacher for SpLD/Dyslexia (in complex cases);
- request for a vision test involving tracking and convergence.

Educational psychologists are always involved with children who have a statement or who are undergoing statutory assessment. Schools can talk to their educational psychologist about any other pupil.

3. Provision

We aim to ensure smooth transition for dyslexic pupils between the key stages; special arrangements may be made for pupils with dyslexia taking school exams.

3.1   Access to the mainstream curriculum
3.1.1   Pupils with dyslexia have access to the full, broad and balanced curriculum.
3.1.2   All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate.
3.1.3   Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources. They produce learning materials that are dyslexia friendly.

Staff support pupils in some, or all, of the following ways on a day-to-day basis:

3.2   General
3.2.1   Raise pupils' self-esteem. Reward what can be achieved, not in comparison to peers. Reward based on individual goals? This is the single most important factor in achievement according to pupils themselves.
3.2.2   Use the information supplied in the provision map or IEP if the pupil has one. The SENCO will have assessed the pupil and prioritised what needs to be learned.
3.2.3   Give two instructions at a time. Ask pupils to repeat instructions to you. Repeat until s/he can repeat them back.
3.2.4   Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.

3.3   Reading:
3.3.1   Teach unfamiliar subject words.
3.3.2   Help with study skills such as skimming, scanning, selecting key words.
3.3.3   It helps if teachers' handwriting is legible and worksheets are typed with thought about layout so that key points are emphasized and sheets do not cover too much information at one time.

3.4   Spelling
3.4.1   Mark written work on conten, including for example where letters or numerals are correct but written backwards, encourage the use of a wide vocabulary.
3.4.2   Correct only a few errors. Do not cover work in red ink.
3.4.3   Teach the spelling of subject specific words. Do not overload pupils.
3.4.4   Give all pupils a list of subject specific words to be stuck onto their table/ into their exercise books/ vocabulary books for reference.
3.4.5   Have lists of subject specific words on display in teaching rooms.
3.4.6   Allow the pupils to read work back to you if you cannot read it.

3.5   Written work
3.5.1   Encourage legible handwriting but do not expect it to change.
3.5.2   Do not ask for work to be written out again unless it is much worse than usual.
3.5.3   Give more time, or photocopy notes from another pupil or a 'parallel' book kept by a TA.
3.5.4   Accept less written work. Encourage alternatives to handwritten work to demonstrate learning.

3.6   Assessment
3.6.1   Assess through oral responses.
3.6.2   When setting long responses, use writing frames.
3.6.3   Ways of assessing understanding without too much writing:
- Matching questions to answers
- True/false statements
- Sentence matching ('tops and tails')
- Multiple choice
- Labelling diagrams
- Categorising
- Table/grid completion
- Title – paragraph match
- Choosing a précis
- Sentence completion
- Sequencing

3.7   Teaching and learning styles - multi - sensory learning
Most people have a dominant learning style. A range of teaching styles are used to engage different learning styles. Pupils are encouraged to develop an awareness of their own learning style preferences.

3.7.1   Auditory learners
20-30% of school age children remember what is heard.

3.7.2   Kinaesthetic learners
30-40% of school age children remember when they use their hands or whole body to learn.

3.7.3   Visual learners
40% of school age children remember what is seen.

Auditory learners	Kinaesthetic learners	Visual learners
Talk to themselves	Like physical activity	Like a neat and tidy workplace
Mouth words	Move a lot	Like tidy work
Like speeches/singing	Make and/or alter things	Plan ahead
Tell jokes	Remember by doing	Like detail
Prefer verbal instructions	Like action words	Like to look good
Easily distracted by noise	Use gestures	Like similes and metaphors
Listen well	Fidget	Like pictorial lessons
Like lectures	Like close proximity	Don't listen well
Enjoy rhythm and rhyme	Need to visit a place to remember it	Day dream often
Remember by listening		Like an overall view
Recall conversations		Draw, scribble, doodle
Use talk well		Prefer images to words
Spell out loud		
Say:	Say:	Say:
"That rings a bell"	"Let's tackle the issue"	"That looks right to me"
"Sounds great to me"	"Run that by me"	"I can see what you mean"
	"I'll handle that"	"I can picture the scene"

3.7.4   Addressing different learning styles in lessons

For auditory learners	For kinaesthetic learners	For visual learners
Explain	Be practical	Use pictures
Repeat	Use three dimensional models	Use diagrams
Discuss	Make things	Use colour coding
Use tapes	Use tactile experience	Use highlighting
Use poems	Move about	Use handouts
Tell stories	Write	Do practical demonstrations
Use dialogue		
Use drama		
Read aloud		

3.8   Resources
The school is building a resource bank of materials suited to teaching pupils with dyslexia. These materials include:
- Ruth Miskin phonic programme and teaching resources
- Project X books
- Wordshark computer program
- Coloured overlays/ reading rules
- Talk tins
- Magnetic spelling and word building sets
- Acceleread Accelewrite
- Lexia computer programme
- Work stations
- Task plans
- Pencil grips
- Precision teaching
- Word processors

4. Partnership with Parents

We encourage parents to share their concerns and recognise that parental anxiety is very often justified. We welcome information parents have regarding a child. We share information with parents about the measures that are being taken to address their child's difficulties and ensure that parents understand the system (i.e. the SEN 2014 Code of Practice, role of staff, support services and funding system). We ensure that parents are involved in the target-setting process, the IEP and the review of the targets set.

Date of issue: February 2015   Date of review: February 2016

Signed *Juliet Hart* (Headteacher)   Date: Approved by Governing Body 23.2.15

Signed *Tony Smith* (Chair of Governors)   Date: Approved by Governing Body 23.2.15