

DYSLEXIA POLICY

**Tynsel Parkes C.E. Primary Academy
School Road, Uttoxeter, Staffordshire ST14 7HE
is an Enhanced Dyslexia Friendly School
(June 2016)**

Here are the procedures we have adopted as a School to support the Dyslexia Friendly Initiative. We recognise that more children are successful when taught using dyslexia friendly teaching methods, and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

What is Dyslexia?

As a School we have adopted the British Dyslexia Association's (BDA) most recent definition of dyslexia, as our framework of current dyslexia friendly practice. This supports the SEN Policy, The SEN Code of Practice guidelines and the good practice at Tynsel Parkes C.E. Primary Academy.

'Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed processing, short term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills, others have strong oral skills. Whilst others have no outstanding talents, they all have strengths. Dyslexia occurs despite normal intellectual ability and conventional teaching. It is independent of socio economic or language background.'

The British Psychological Society definition states that:
"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompetently or with very great difficulty. This focuses on literacy learning at the 'word' level and implies that the problem is severe and persistent despite appropriate learning opportunities" (BPS 1999)

We recognise there is no special formula for any individual to become a more effective learner. The key is to find the way that an individual learns best and then to slightly adapt the classroom organisation and teaching style to accommodate more effective learning. Any two dyslexic learners will have a different pattern of strengths and weaknesses in learning style - even for different tasks. This is why a multi sensory approach is advocated so that each learner can find the best way to aid his or her learning. This ensures that each of the senses is used - the visual channel for looking, the auditory channel for hearing, the kinaesthetic for touch, and the oral channel for speaking. This approach is enhanced by the creative curriculum at Tynsel Parkes and the systematic identification of 'VAK' opportunities.

Identification and Assessment

The dyslexia profile will be obtained in the following way:

- Class teachers gather evidence as part of assessment for learning. When regular assessment opportunities show cause for concern, the class teacher discusses their concerns with the SENCO during termly conferencing. These concerns will be discussed with parents.
- At this stage a referral form will be completed and progress will be monitored.
- If the cause for concern persists, appropriate targets or Learning Steps Challenges will be used. On going progress is monitored by all staff working with the child. Parents are kept closely informed and up to date by the class teacher.

- If progress continues to be a cause for concern, then class teachers complete an age appropriate indicator of dyslexia checklist.
- Parents will be kept up to date about this process and if necessary will be asked for permission for a member of the SENIS (Special Educational Needs and Inclusion Service) team to work with their child.

All children experiencing difficulties at whatever stage, who require additional support, will follow the appropriate SEN assessment process. This is laid out in detail in the *SEND Policy and Information Report* which is updated annually.

Dyslexia Friendly Classroom

To make all classrooms at Tynsel Parkes C.E. Primary Academy Dyslexia Friendly, these are some of the strategies we have adopted,

- In the Foundation Stage, all children have access to a name card with their name on it. The youngest children have their picture as well as their first name.
- A written and numerical example of the date is provided every day.
- From Year 1 children usually write the date on at least one piece of work a day.
- Every classroom has a weekly time table available for the children to use, to help them remember when to bring things to school. A simple visual timetable provides an additional daily reminder.

- Classroom equipment is well labelled and pictorial symbols used where appropriate.
- Key topic words are displayed around the classroom.
- Verbal instructions for task completion are kept as simple as possible.
- Children are regularly asked to repeat/ and or explain in their own words what they have to do.
- It is regular practise for all children to explain to their neighbour, or talk partner.
- Where appropriate, there are displays of numbers 1-100, place value charts, multiplication tables, days of the week, months of the year, and the seasons.
- Where appropriate children use Mnemonics to learn 'tricky words'. Children are encouraged to make up their own to help them to remember.
- All children are shown a strategy to help overcome b/d confusion and reminded of it regularly.
- Children are encouraged to use 'thought showers' to collect their ideas.

All classrooms have adopted these Dyslexia Friendly Text guidelines, where appropriate.

When producing paper work-

- Keep writing style concise.
- Dense blocks of text are avoided, by using short paragraphs.

Fonts & Type-

- Use comic sans and cursive script
- Font size to be a minimum, 12 pt.

- Use bold to highlight when necessary.

Layout of text-

- Text should be clear, using boxes or careful spacing to break it up.
- If appropriate, use bullets or numbers rather than continuous prose.
- There should be good spacing between sentences and paragraphs.
- Text should model good sentence writing where appropriate.

Supporting the Dyslexic Child - Strategies which may be used

Reading

- Paired and shared reading opportunities
- Reading with a Reading Buddy
- Parents encouraged to listen to their children read
- Phonological skills assessments used
- Pre reading of text
- Audio tapes
- Use of colour overlays and visual trackers
- Use of line trackers

Spelling

- Look/Cover/Say/ Write/Check
- Multi Sensory methods, for example, tracing the word in the air, writing letters in the sand, spelling words using wooden letters
- Mnemonics - see above

- Displays where appropriate of onset and rime families, in two colours
- Lists of selected high frequency words are available on working wall displays, along with other spellings.
- Topic words are introduced to children and displayed around the classroom.
- **Cursive handwriting adopted throughout the School.**

Written Work

- Use of writing frames if appropriate.
- Alternate ways of recording work, such as use of voice recorders and i-pads, diagrams, pictures, use of a scribe or word processing.
- When appropriate, use of sentence starters, i.e. 'It was a rainy day and....'

Auditory Memory

- Learn songs and rhymes with a lot of repetition.
- Provide opportunities for talk and storytelling.
- Tell a story from memory.
- Circle time activities, such as I went on holiday and in my suitcase I packed ..., and Simon says.
- Say sentences and ask whether they are true or false.
- I want you to listen for a number in a story and when you hear it put up your hand.
- Retell a joke.
- Sequence of 4/5 items told and then told again in a jumbled order with one missing.

Activities to improve visual memory

- Games including, Kim's game and Memory trays.
- Show a picture for two minutes and then ask questions.
- Show shape patterns for a few seconds and then child has a draw.

Management of the Classroom

- Seating is appropriate to the child and to the activity.
- Brain breaks are used as appropriate in the classroom to refocus children.
- Children identifying their favoured learning style and how they are smart.
- Personalised Assertive Mentoring "Blue Folders" to support learning conversations between children, parents and teachers.

Teaching programmes

All children on entry to school follow the six-phase teaching programme, 'Letters and Sounds'. This is used alongside Jolly Phonics and resources from Read, Write Inc.

Children requiring more specific programmes of work would follow schemes such as Toe by Toe or Hornet Spelling, and precision teaching to support their individual needs.

Other support would be given one to one, in small groups or in the classroom as appropriate. All support is

carefully planned, monitored and modified according to need and is recorded on the school's provision map.

Reviewed December 2016

Signed:

Dated: