Tynsel Parkes C.E. Primary Academy

DYSLEXIA Policy

Tynsel Parkes CE Primary Academy is a welcoming community, committed to providing a nurturing and safe environment where every child is valued and loved. We aim to foster a love of learning that is supported by the teachings of the Bible: "Dear friends, let us love one another, all love comes from God." – 1 John 4:7. We work together, encouraging all to be compassionate, confident, and responsible individuals who positively contribute to their communities and the world around us. We are dedicated to creating a learning environment that reflects the love of God, where every child can grow and learn with happiness, encouraging all to treat one another with kindness and respect. This is reflected through our living motto practised throughout the Academy 'Loving & Learning Together'.

Here are the systems we have adopted as an academy 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 around.

What is Dyslexia?

As a School, we have adopted the British Dyslexia Association's (BDA) 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 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.

Identification and Assessment

The dyslexia profile will be obtained in the following way:

- Class teachers gather evidence as part of the assessment for learning. When regular assessment opportunities show cause for concern, the class teacher discusses their concerns with the SENCO. Class teachers will then complete an age-appropriate indicator of dyslexia checklist.
- These concerns will be discussed with parents.
- At this stage classroom intervention will be put in place. These interventions will be monitored and progress will be monitored.
- If the cause for concern persists, appropriate targets or Assess, Plan, Do Review targets will be put in place. On going progress is monitored by all staff working with the child. The class teacher keeps parents closely informed and up to date.
- Parents will be kept up to date about this process and if necessary will be asked for permission for their child to work with an outside agency.

All children 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 Dyslexia Friendly, we have adopted, the following classroom strategies.

- 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.
- Visual timetables are displayed in all classrooms. (Displayed vertically)
- 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.
- Classroom equipment is well labelled and pictorial symbols are 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 practice 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 paperwork-

- Keep the writing style concise.
- Dense blocks of text are avoided, by using short paragraphs.
- Use comic sans and cursive script with a font size of a minimum, 12 pt.
- Use bold to highlight when necessary.
- 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 are 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.

Written Work

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

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.
- A 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 the 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 identify their favoured learning style and how they are smart.

Teaching programmes

- All children on entry to school follow the phonics teaching programme - 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.

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