

**Believe and Achieve Together**



**St Mary's CE Primary School**  
**Dyslexia friendly schools policy**

Adopted:	September 2023
Reviewed:	
Next Review:	September 2025

*"I pray that you would be rooted and established in love.....  
Filled to the measure of the fullness of God" (Ephesians 3:17-19)*

***“If a child does not learn in the way in which we teach then we must teach him in the way in which he learns. Let dyslexia be looked at from a different angle, not as a learning disability but a different learning ability.”***

### What Is Dyslexia?

According to the Dyslexia Institute, dyslexia can be defined as:

*‘...a combination of abilities and difficulties which affect the learning process in reading, writing, spelling and sometimes numeracy.’*

Dyslexic children frequently have weaknesses in short term memory, sequencing and processing information – skills everyone needs to learn effectively in a busy classroom. What may start as a learning difference becomes a learning difficulty if dyslexia goes unrecognised and the teaching is inappropriate.

However, if those with milder forms of dyslexia are identified early and given the opportunity to learn the way they learn best, they may cease to have special educational needs.

The skills and strategies which dyslexic children need in order to learn can be taught and administered through quality first teaching methods. Principles As part of the Dyslexia Friendly Schools Initiative here at St Mary’s Primary 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 leaders are committed to supporting pupils with dyslexia across the curriculum. All staff recognise compounding factors that may co-exist with dyslexia. 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. Early identification and early intervention.

The SEND code of practice states:

*“All schools should have a clear approach to identifying and responding to SEND” The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”*

Teachers adopt the principles of Inclusive Quality First teaching and staff are very experienced. It is the teacher’s responsibility to recognise the early signs of dyslexia and arrange for preliminary conversations with special needs coordinator (sendco), pupils and parents using the ‘notice, check and try model’.

### Step one- NOTICE

- Record any changes in a child’s presentation over a half term period
- Involve all staff/welfare assistants in this to ensure a collaborative approach

### Step two- CHECK

- Hold a meeting with parents and the child to ascertain their views
- Discuss changes in presentation with the child's previous class teacher and or sendco
- Gather any historical information

### Step three- TRY

- With support from the Sendco clarify if the child's main area of need is cognition and learning and in particular SPLD (specific learning difficulty)
- Review outcomes every 2-3 weeks
- Keep parents informed of any impact
- if strategies are not successful, move onto the graduated approach in consultation with the child. Parents and SENDco

### Action taken

This is guided by the school's SENCo, SEND Policy, the SEN Code of Practice 2014, and the available school resources.

It may include all or some of the following:

- Appropriate differentiated planning by the class teacher.
- Specific targeted interventions – these will be detailed in the APDR cycles
- Support from a Teaching Assistant, under the guidance of the class teacher. The SENCO will offer support where appropriate.
- Regular reviews to determine progress and evaluate effectiveness of support.
- Consultation with or referral to the SEND Network meetings

### PROVISION Access to the mainstream Curriculum:

- Pupils with dyslexia have access to the full, broad and balanced curriculum.
- 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.
- Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources. Staff produce learning materials that are dyslexia friendly.
- Staff support pupils in some, or all, of the following ways on a day-to-day basis.

### General:

- Raise pupils' self-esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.
- Use the information in the current cycles of assess, plan, do and review. The teacher will have assessed the pupil and prioritised what needs to be learned.
- Give limited instructions at a time. Ask pupils to repeat instructions to you. Repeat instructions until s/he can repeat them back.
- Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.
- Use of routine and structure in an organized classroom.
- Use of visual timetables.
- Use of topic/word mats
- Use of mind maps

### Reading:

- Do not ask pupils to read aloud without preparation.
- Teach unfamiliar subject words- pre-teaching approach
- Help with study skills such as skimming, scanning, selecting key words.
- Teachers' handwriting is legible and joined and worksheets are typed in dyslexia friendly fonts (comic sands ,calibri, size 14)

### Spelling:

- Mark written work on content and encourage the use of a wide vocabulary.
- Correct only a few errors. Do not cover work in green ink.
- Teach the spelling of subject specific words. Do not overload pupils
- Give all pupils a list of subject specific words to be used for reference.
- Have lists of subject specific words on display in teaching rooms that are accessible for the children
- Allow the pupils to read work back to you if you cannot read it.
- Use a multisensory approach to spelling eg rainbow writing, making words out of playdough, pipe cleaners, writing words in glitter/sand etc Written work:
- Encourage legible handwriting but do not expect it to change.

- Encourage children to use assistive technology to support in the writing process.
- Do not ask for work to be written out again unless it is much worse than usual.
- Either give more time, or photocopy notes from another pupil
- Accept less written work.
- Limit the amount of copying from the board- provide children with the information on a white board or I-pad.

#### **Assessment:**

- Assess through oral responses.
- When setting long responses, use writing frames and mind maps.
- Think about how assessment of learning can be obtained through oral responses

Ways of assessing understanding without too much writing:

- Matching questions to answers
- True/false statements
- Sentence matching
- Multiple choice
- Labelling diagrams
- Categorising
- Table/grid completion
- Title – paragraph match
- Sentence completion
- Sequencing
- Oral presentations

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. Dyslexia Friendly Classrooms We recognise that the correct working environment is vital for all learners. For a dyslexic child, already they may be having difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need. If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed.

Therefore classrooms are:

- Arranged so that during lessons, all children including the dyslexic child can sit near the front.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Adapted so that dyslexic children have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them.
- Information and displays are accessible e.g. using picture clues and word mats where appropriate.
- Display boards and books are colour coordinated to help children identify resources for learning. (Red-maths, blue –English, yellow- Science)
- Alternative methods of recording their work are offered in the vast majority of lessons.
- Children have access to assistive technology

### **Dyslexia friendly displays**

Dyslexia friendly principles need to be adopted through our displays by:

- Backing paper is to be: Red= Numeracy Blue= Literacy Science= Yellow RE=
- Interactive questions to be typed in comic sans with a font size appropriate to the height of display.
- Blocks of information to be typed in different colours.
- Alternative methods of recording to be celebrated on displays as well as the writing itself.

### **PARTNERSHIP WITH PARENTS & CARERS**

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents have regarding their 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 (the early identification and referral process of Notice, check and Try) We ensure that parents are involved in the process and are encouraged to attend meetings with the class teacher/SENDCo and/or outside agencies.