

# Brundall Primary School



## Dyslexia Friendly Policy

Agreed by Governing Body	
Signed by Chair of Governors	.....
Date	June 2020
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## Dyslexia Friendly Policy

At Brundall Primary School, our mission is 'Achievement & Creativity for ALL.' We believe that a rich, interesting and fun curriculum, which focuses on confident individuals, successful learners and responsible citizens, is for all children to enable them to thrive and make personal progress. We are proud to be a Dyslexia Friendly school. We believe this not only helps us to meet the needs of dyslexic pupils, but also the needs of pupils who have literacy learning barriers.

## What is Dyslexia?

Dyslexia is a learning difference that primarily affects the skills involved in accurate and fluent word reading and spelling (Rose Report 2009). The British Psychological Society's defines dyslexia as: *'Dyslexia is evident when accurate and fluent reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.'*

It is important to remember that dyslexia occurs across the range of children. **Dyslexia is a continuum, not a distinct category, and there are no clear cut off points.**

Children with dyslexia may not only experience problems with reading and spelling, but they may also experience other difficulties with:

- short term memory
- long term memory
- processing and retrieving words and information
- phonological awareness
- sequencing
- auditory memory
- spatial awareness
- direction - left and right

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

## Teaching Strategies

No two dyslexic children are alike in their learning styles and the difficulties they experience will vary. At Brundall, there is no one rule that fits all and we will always develop strategies to suit the individual child. These can include:

- developing a range of recording styles for children
- use of ICT to aid recording, such as talking tins, type talker
- use of ICT to help develop phonic and reading knowledge
- use of pictorial cues
- use of visual timetables
- the use of our marking policy which includes symbols alongside / in place of the written word

In order to increase the confidence and enjoyment of learning for a dyslexic child, we employ a range of methods. Some of these methods include:

- Use of reading books that are at an age appropriate interest level, whilst being at the correct reading level for the individual child.
- Printing off / writing information for the dyslexic child e.g. learning objective, rather than expect them to copy/search for information from the whiteboard.
- Use of precision teaching to help improve sound and word recognition
- Use of reading techniques to improve reading fluency and word recognition

All children (and adults) rely on a multiplicity of senses to process learning. These include:

Auditory...where the learner relies more heavily on what they hear.

Visual...where the learner relies more heavily on what they see.

Kinaesthetic...where the learner relies more heavily on what they do practically.

Proprioception.....where the learner relies on what they feel

Vestibular.....where the learner relies on their perception of movement/balance

### **Dyslexia Friendly Classrooms**

At Brundall School, our aim is that our school is dyslexia friendly. Our classrooms:

- are arranged so that during lessons children sit in an appropriate place
- have clearly labelled resources
- use tinted backgrounds on our interactive whiteboards
- have cream or blue paper available
- have dyslexia friendly resources available in a central area
- have easily accessed ICT equipment such as talking tins
- have visual timetables

### **Identification of dyslexic tendencies**

All teachers are responsible for identifying dyslexic tendencies through High Quality Teaching and a graduated approach as stated in the SEN Code of Practice. At Brundall Primary School, we use a wide range of assessment tools to further investigate learning difficulties. How we assess will differ depending on the individual child. If a teacher is concerned they can:

- Complete the IDP dyslexia checklist
- Consult with parents
- Speak with the SENCo

In some cases, where parents, class teacher and SENCo feel it is appropriate, the SENCo can arrange for the School Support Team to carry out further assessments with the child. This would be part of the graduated approach (as referenced in the SEN policy) where no or limited progress has been seen or it is felt that to not assess would impact on self esteem. If provision is showing impact, it may be decided that an assessment is not appropriate as it will not provide any more information regarding the child as a learner at that time.

### **Assessment**

Teachers and staff are mindful of managing the needs and self esteem of dyslexic children in their marking and feedback. Where a child has known literacy barriers or dyslexic tendencies, then teachers will exercise sensitivity in the marking of their spellings in particular. Correction of spellings will focus on key words primarily and will promote independent learning for the children. Children will be assessed against specific criteria with a focus on the learning objective and feedback will be given orally, where possible, or through a short comment.

### **Role of the Senco**

As SENCo at Brundall Primary School, Mrs Sutton oversees the provision in place for individual children and provides staff meetings at regular times throughout the year. The SENCo also reports to the School Leadership Team and the SEN Governor, Melanie Garrett.

### **Partnership with Parents**

Parental Support is key in supporting children with dyslexic difficulties or literacy barriers to learning. Parents will be supported by newsletters and cafes, organised within school. Information can also be found on the school website.

We would always seek to work in partnership with parents for the benefit of the child, and resolve any concerns at the earliest possible stages. This can often be informally, through conversation. A formal complaint procedure is part of the SEN policy where a concern remains outstanding.