“Put your heart and soul into everything that you do.”
Purpose. Passion. Success.

Dyslexia Policy

Aim

All staff at Pattishall Primary School play a vital role in working collaboratively to ensure that the needs of pupils with dyslexia are met effectively. All staff are committed to ensuring we are a ‘Dyslexia Friendly School’ through appropriate identification, assessment and provision.

The aims of this policy are to facilitate and encourage:

- Whole school responsibility for supporting children with dyslexia
- Dyslexia friendly learning environments
- Early identification of children at risk of experiencing literacy delay
- Effective and equitable access to planned support using a range of interventions
- Appropriate intervention strategies relevant to the child’s specific needs
- Effective profiling and tracking of children's literacy development
- Innovative relevant curricular initiatives
- A range of CPD opportunities relating to Dyslexia for all staff
- Effective networking for sharing and celebration of good practice
- Children's resilience, empowerment and choice

Definitions of Dyslexia

“Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are the skills that everyone needs if they are to learn effectively in a busy classroom. They are also key skills for life.” The British Dyslexia Association (BDA)

The Dyslexic Profile

A primary school pupil with dyslexia may experience difficulties in all or some of the following areas. Many of the following difficulties can be found in younger children. For example, many pupils reverse letters until around the age of 8 years. Concerns regarding dyslexia should only arise if such difficulties continue when additional support has been given, and/or when they are combined with a number of other difficulties:

- a poor sense of direction and confuse left and right;
- a discrepancy between receptive and expressive language;
- short-term memory limitations, for instance, finding it hard to remember arithmetic tables, the alphabet or classroom instructions;

Pronounced reading difficulties; specifically look out for:

- hesitant or laboured reading
- omitted lines or repetition of the same line
- loss of place in the text
- muddling words that look alike, e.g. “no” and “on”, “for” and “off” and “was” and “saw”
- difficulties in saying multi-syllabic words
- problems understanding what they have read
- Difficulties with writing and spelling. Errors might include:
  - a disparity between written and spoken language

- messy work, for example, curled pages, crossings out and badly set out
- handwriting that looks heavy and laborious

Family history is significant as dyslexia is often inherited

Our Goal

Becoming a dyslexia friendly school requires a review of the implementation of major whole school policies, especially teaching and learning, monitoring and assessment, differentiation and inclusion.

Identification

At Pattishall we recognise the importance of early identification for all SEND needs.

We monitor children’s phonic understanding closely using the RWI scheme. Children who require additional support may receive additional group or 1:1 support.

We assess all children using Lexplore from the summer term in Year 2. Children who are identified as requiring additional support may also be assessed using the ‘Specific Literacy Difficulties Assessment”.

Class teachers can also use the check list below to identify pupils who may present with a dyslexic profile and who may benefit from a formal assessment.

We also use a programme called Literacy Gold which allows teachers to carry out a dyslexia screening. This then gives children set interventions to carry out before reassessment. Allowing teachers to monitor progress and identify specific weaknesses.

We will engage with parents when there are any concerns regarding a pupil potentially having dyslexia or a specific literacy difficulty. Pattishall School is unable to offer formal assessments however we are very happy to work with parents if this is something they wish to pursue (I.e. we can be a venue for the assessments). A formal diagnosis will not necessarily affect the support and/ or the level of funding a child receives.

We also recognise that along with literacy difficulties, dyslexia can bring with it many strengths and we strive to recognise and celebrate these.

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Appendix 1

Pattishall Primary School Dyslexia Checklist

(Based on BDA Quality Mark for Schools)

Name			**Class**		
DOB		**Age**		**Date**	

Difficulties	**Yes**	**No**
Family history of similar difficulties		
Difficulty with phonological awareness especially at the phoneme level		
Difficulty with following instructions		
Need for time to produce an oral response when questioned		
Lack of fluency in reading affecting comprehension		
Inaccurate decoding		
Fear of reading aloud		
A lack of enjoyment of reading		
Persistent and marked difficulty with spelling		
Messy, laboured handwriting		
Difficulty in finding the right word to describe things		
Mispronounces words		
Difficulty in remembering sequential information, e.g. alphabet, times tables, days of week		
Poor short-term working memory		
Takes longer than average to complete written tasks		
Difficulty copying from the board		
May describe visual discomfort when text reading		
Can be clumsy and lack co-ordination		
Mixing up numerical symbols		
Difficulty with Maths vocabulary		
Miswriting of numbers		
Low self-esteem		
Behavioural difficulties		
Other (describe)		
Strengths	**Yes**	**No**
Imaginative		
Good at thinking and reasoning skills		
Able to see the “big picture”		
Good at problem solving		
Good general knowledge		

Good understanding of texts that have been read to him/her		
Curious		
Sophisticated receptive language		
Good visual-spatial skills		
Other (describe)		

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Appendix 2

Teaching Practice Observation Checklist

Learning Environment	Achieved Y/N	Comments
The room is well ventilated and at an appropriate temperature		
The room is well lit ideally with natural light.		
Dyslexic pupils are placed near to the front of the class within easy view of the teacher.		
Dyslexic pupils are positioned so that they have a clear view of the board.		
Dyslexic pupils have sufficient space to accommodate their work, particularly left handers.		
Sources of equipment/resources are clearly labelled and organised.		
Key words/vocabulary are placed strategically around the classroom to support current topics.		
Clear objectives are stated at the start of the lesson (the big picture is given)		
Links to previous learning are made, where appropriate.		
Priority points and\or new\key vocabulary are given, explained and recorded clearly, such as through bullet points, wall displays, etc		
There is a minimum requirement for dyslexic pupils to record/copy information from the board or from books (supply hand-outs, when copying from the board or books, is required)		
Pupils are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.		
Pupils are not made to read or write in front of the class, when they are not confident of what is expected from them.		
Collaborative working is encouraged including, group		

work, the sharing of notes, learning buddies, etc.		
The pace of the session should take into account the needs of all learners with time built in for thinking time/brain breaks.		
Frequent and effective use is made of questioning both open & closed questions to check understanding.		
Additional time is allowed within sessions for dyslexic pupils to process information and for reading and writing		
Key points are reinforced and highlighted both orally and visually		
Effective use is made of colour, visual aids, etc. within presented information to highlight key points.		
Instructions and information are broken down into small steps with no more than 3 clear pieces of information being given at one time. Checks of understanding are made after each stage.		