

**NETHERFIELD**  
PRIMARY SCHOOL

# DYSLEXIA FRIENDLY SCHOOL POLICY



## DYSLEXIA FRIENDLY POLICY

At Netherfield Primary and Pre-School, we endeavour to be a Dyslexic Friendly School. We believe that dyslexia friendly methods benefit all children, not only those with dyslexic tendencies but also the children that have delayed literacy skills. We recognise that a child's self-esteem and confidence goes hand in hand with successful learning, and we promote Dyslexia to be seen as a learning difference and discuss positive role models with our children.

What is Dyslexia?

In 2009, the Rose Report 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' defined Dyslexia as the follows:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- 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.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention"

The British Dyslexia Association Management Board October 2007 definition is:

"Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities.

It tends to be resistant to conventional teaching methods, but its effect can be

mitigated by appropriately specific intervention, including the application of information technology and supportive counselling."

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 word and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction - left and right
- Organisation
- Fine Motor Skills

### **Dyslexia Friendly Classrooms**

It is our aim that our school building remains dyslexia friendly. This includes not just our classrooms, but also our entire school building, including our school entrance, school halls and corridors.

Our classrooms:

- Are tidy and well-organised
- Have resources clearly labelled (using pictures and symbols as well as words), and available to support different curriculum areas
- Use colour tinted backgrounds on the interactive whiteboards
- Have interactive displays where key words and vocabulary displayed clearly
- Use dyslexia friendly fonts
- Have seating and table arrangements to support learning
- Have ICT equipment (talking tins, laptops, iPads etc.) available to support learners
- Have visual timetables
- Are appropriately lit and well-ventilated to provide a comfortable learning environment

## **Teaching Strategies**

No two dyslexic children are alike and the difficulties they experience will vary. Therefore our teaching styles reflect children's differing needs and many strategies are a benefit to all. These can include:

- Multisensory Learning e.g. writing words and sentences with tactile materials, completing physical activities to practice spellings
- Assistive technology and tools e.g. spell checkers, word processors, talking tins / sound buttons, educational games
- General strategies to develop working memory e.g. ensure information given is clear, giving shorter sequences of instructions in the order they are to be performed, use handouts of what is on the IWB, use repetition/overlearning where necessary, make links to previous learning explicit
- Working memory strategies for reading e.g. building up words when blending, chunking information, use highlighters to identify important information, scaffolded learning (e.g. paired reading)
- Working memory strategies for writing e.g. use mind-maps to help pre-plan writing, provide word banks / writing frames, break down tasks, consider different ways of recording information (diagrams)
- Strategies to support verbal processing e.g. allow thinking time, allow extra time for tasks, give the child regular prompts to keep on task, target accuracy before fluency, develop fluency through overlearning and repetition
- Strategies to support visual stress e.g. avoid black type on white paper, computer and visual aids, use thick enough paper to prevent the other side showing through, use a plain font (12-14 point)
- Self-awareness - knowing what works best for them? e.g. verbal rehearsal, visualisation, kinaesthetic, mnemonics

## **Identification of Dyslexic Tendencies**

All teachers are responsible for identifying dyslexic tendencies. At Netherfield Primary School, teachers and teaching assistants have been trained to be dyslexic aware. We employ a wide range of assessment methods and have a number of pupil tracking and monitoring procedures in place.

If teaching staff are concerned they can:

- Gather information by using a variety of assessment tools available to teaching teams:
  - Phonic screening tests in Year 1 and Year 2
  - Reading Running Records
  - Writing analysis
  - Day to day class assessments e.g. evidence gathered from 1 to 1 reads, whole class reading notes, spelling test scores
  - Half termly assessment data - analysis of progress
  - Ask the SEN team to carry out a LUCID screen (with parental permission)
- Complete a Primary School Dyslexia Checklist (provided by BDA)
- Evaluate evidence gathered over time and the effectiveness of interventions used previously.
- Discuss concerns with the SENCo/SEND team
- Organise an observation of the child by the SEND team or year group teaching team
- Complete a SEND Concern form
- Discuss a child at termly pupil progress meetings with senior leaders
- Consult with parents to gather further information and discuss next steps

### **Marking and Feedback**

At Netherfield Primary School, teaching staff will be mindful of managing the needs and self-esteem of Dyslexic children in their marking and feedback.

Staff will:

- Aim to mark with the child wherever possible
- Give verbal and written feedback
- Use short written comments and use symbols
- Mark spellings sensitively - targeting High frequency words (HFW) or 3 spellings per piece of writing
- Give time to practice HFW - as fix it time isn't always enough

### **Access Arrangements**

In the summer term of Year 6, access arrangements may be available if the child fits the criteria set by the Government.

### **Partnership with Parents**

Parental support is key to helping a child overcome any dyslexic barriers. Parents are given strategies to help their child at home, and parents are always welcome to discuss any concerns they may have.

We aim to work together to understand how children can become successful learners, to promote Dyslexia as a learning difference rather than difficulty and to support each child's personal needs.

Ask Us Nottinghamshire also offers an excellent support service to parents.

Telephone: 0800 121 7772

E-mail: [enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk)

### **Leadership**

The school lead for Dyslexia is the SENCo, Mrs Carr, and appointments can be made with her to discuss any questions or concerns parents may have. In the first case, however, parents should raise any concerns with their child's class teacher.

This policy will be reviewed every three years.