



Policy Title: Dyslexia Friendly School

Policy Folder: Subjects

Last Review: July 2022

Next Review: July 2025

Led By: N. Thompson

Responsible Committee: SD Committee

## Dyslexia Friendly School Policy

In line with the British Dyslexia Association and Notts County Council, we understand dyslexia to be: 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.

(Jim Rose, 2009)

At Lantern Lane, we prefer to think of dyslexia as a learning difference, rather than a difficulty; it is a combination of strengths and weaknesses, which affects the learning process in reading, spelling, writing and sometimes number and calculation. Dyslexic learners may also have accompanying weaknesses in short-term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn effectively in a busy classroom and achieve the aims of our intent statement. They are also key skills for life.

Acknowledging dyslexia as a 'specific learning difference' places the focus firmly on how all lessons are planned, resourced and taught and also on the way teachers are supported through school policy, practice and ethos. This offers real opportunities for an emphasis on inclusive mainstream strategies, which are designed to empower all learners to be the best they can be. In dyslexia-friendly schools, the focus has changed from establishing what is wrong with children in order to make them 'better', to identifying what is right in the classroom in order to enhance the effectiveness of learning.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential across the curriculum, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with dyslexia.

There are four steps to achieving this:

### **1. Early and effective identification.**

We will carry out screening tests to identify children with dyslexic traits, regardless of whether they are on the SEN register. We will screen using the Notts LA screening toolkit with parents' consent. Support will be put in place as necessary, directed by the information that this screening gives us. If progress is not made or is limited, more detailed assessments may be carried out in order to identify and remove barriers to learning. We will also seek to identify and celebrate children's strengths and talents. See Flow chart for more details.

## **2. Dyslexia Friendly Teaching.**

Teaching will be grounded in the principles of quality first teaching such as: reducing cognitive load, small steps, explicit modelling and providing scaffolding - in the form and for the length of time appropriate for individual learners. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech).

Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

Work will be marked to the subject objective and to the child's personal reading or writing target. Children will have the opportunity to work in a range of groupings and speaking and listening opportunities will be provided.

## **3. Intervention**

Dyslexia friendly teaching will support dyslexic learners access the curriculum but we also want our dyslexic learners to reach their potential in reading and writing. Given the nature of dyslexia, we acknowledge that many dyslexic learners will require intervention over and above dyslexia-friendly quality first teaching. Interventions should be:

- Structured & carefully sequenced to build understanding over time;
- Based on individual starting points;
- Multisensory and engaging;
- Provide opportunities to revisit and overlearn;
- Frequent, ideally 3x week;
- Phonics based, where appropriate;
- Monitored for impact with a clear baseline and regular review points to check for progress.

## **4. Self esteem**

We take the well-being of our pupils very seriously and in order to lessen the impact of dyslexia on children's self esteem we employ a range of strategies.

- Our intent statement and CARE values ensure everyone is welcomed and valued at Lantern Lane.
- Our highly trained staff including our ELSA practitioner and wellbeing assistant support individuals through tailored programs.
- When identifying and assessing for literacy difficulties, we will always identify pupils' strength and celebrate them.

## Guidelines for identifying, screening and assessing children with dyslexic traits

Dyslexia is suspected - traits are noticed by someone working with the child. It may be useful to gather background information from school/parents. Notts screening folder has appropriate questionnaires. If the child is in EYFS or KS1, a Suspected Literacy Difficulties profile will be completed.



Possibility of child having some dyslexic traits is discussed by teacher with parent. Consent is given for screening to take place. Dyslexia lead is informed. Dyslexia lead or another appropriately trained staff member will complete screening at an appropriate time. Results of screening/strengths/areas for development sheet will be completed. **NB. Screening is not an official assessment of dyslexia and the phrase “dyslexic traits” should be used.**



Results of screening will be discussed with parents by class teacher/person who completed screening. Parents will be given a written copy of results. Screening paperwork will be put in SEN folder if child is on SEN register, or the Notts Screening folder if not. Copy of results given to class teacher. Child will be added to screening register, regardless of results.



Progress of child will be monitored using range of assessment tools as per whole school monitoring and assessment timetable. Possibility of access arrangements for SATs should be considered, particularly in Year 5 and 6. Provision will be recorded on class provision maps and handed over to subsequent teachers at end of year and onto appropriate secondary school in Year 6. Specific provision maps for all children on dyslexia register will be completed and handed on to next teacher.



In some rare cases more detailed assessments may be deemed necessary. This information will be used to plan appropriate support.