

# Dyslexia Policy

For

Redmyre School

August 2018

In accordance with articles 3,17,28,29 of the UNCRC



# **Redmyre School Policy for the teaching and learning of children with Specific Learning Difficulties**

**Head Teacher – Mrs J Gronneberg  
ASN Teacher – Mrs L Gall**

## **Redmyre School is a Dyslexia Friendly School**

Here are the procedures we have adopted as a School to support the Dyslexia Friendly Initiative. We recognise that more children are successful when taught using dyslexia friendly teaching methods and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

## **What do we mean by a dyslexia friendly school?**

Understanding dyslexic difficulties

Understanding dyslexic strengths

Specialist expertise

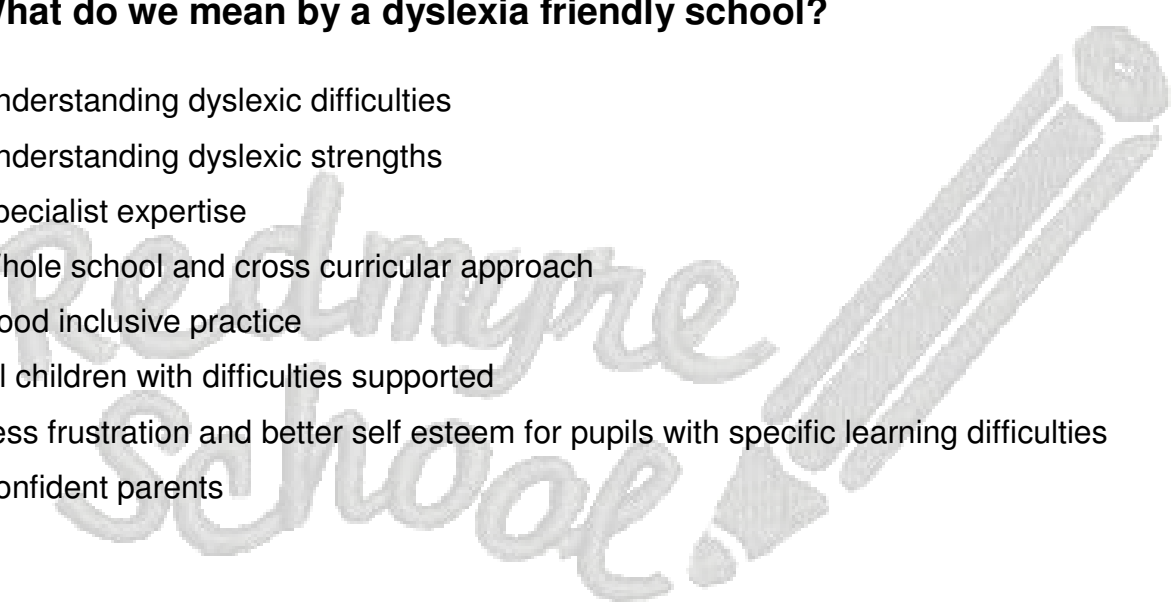
Whole school and cross curricular approach

Good inclusive practice

All children with difficulties supported

Less frustration and better self esteem for pupils with specific learning difficulties

Confident parents



## **What is Dyslexia?**

As a School we have adopted the British Dyslexia Association's (BDA) most recent definition of dyslexia as our framework of current dyslexia friendly practice.

**'Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed processing, short term memory, sequencing, auditory and /or visual perception, spoken language and motor skills. Some children have outstanding creative skills, others have strong oral skills. Whilst others have no outstanding talents, they all have strengths. Dyslexia occurs despite normal intellectual ability and conventional teaching. It is independent of socio economic or language background.'**

**We recognise there is no special formula for any individual to become a more effective learner. The key is to find the way that an individual learns best and then to seek to accommodate more effective learning. Any two dyslexic learners will have a different pattern of strengths and weaknesses in learning style – even for different tasks. This is why a multi sensory approach is advocated so that each learner can find the best way to aid his or her learning. This ensures that each of the senses is used – the visual channel for looking, the auditory channel for hearing, the kinaesthetic for touch and the oral channel for speaking.**

## Identification and Assessment

Concerns over a child having possible dyslexic tendencies can come from a variety of sources:

- Parents/Carers
- Class Teachers
- Outside Agencies e.g. Ed Psyc, Medical Professionals, Speech and Language Therapists etc.
- Previous schools/nurseries
- Other adults working with the children e.g. other family members, SFL staff

At Redmyre we will take all concerns seriously and apply the following procedures:

### Step 1

- Complete concern slip and discuss with Head Teacher.
- Discuss with parents/carers and ASN teacher.
- Class teacher to complete Dyslexia checklist by highlighting and rating areas of difficulty.
- ASN teacher to complete Identifying Concerns Form (Count Me In - appendix 1)

### Step 2

- If checklist highlights mild tendencies adapt and monitor teaching and learning, with appropriate learning intentions/success criteria.
- If checklist highlights moderate/severe difficulties begin ASN plan to set targets and say how these will be addressed.
- Inform parents.
- Parents should be shown and have explained to them the Dyslexia Checklist and be given an opportunity to discuss the plans for their child.
- Parents should also be given guide booklet 'How to help your child at home'.
- Children should be identified in class file and DF toolkit so ASN staff, supply teachers etc are aware of their needs.

### Step 3

- Review children's progress through targets and use of in school assessment procedures e.g. reading/spelling ages.
- If satisfactory progress is being made set new targets and continue to regularly monitor progress.
- If unsatisfactory progress is made and/or concerns have deepened then set new targets and programme of support.
- Inform parents and continue to monitor with ASN teacher
- Set review date.

### Step 4

- Repeat step 3 and if unsatisfactory progress and/or concerns have deepened further, refer child to Ed Psyc Service.

- These children who are experiencing particular problems, which require more specialist advice, will be discussed by our Ed Psyc Service, to establish the level of support required.
- Parents must be consulted and permission obtained in written form.

### **Step 5**

- In severe cases children may be referred to other agencies such as ASPECTS
- Under the Single Service Action Plan Process (all agencies will be called in to the process of meeting the needs of the pupil.

*All children experiencing difficulties at whatever stage, who require additional support, will follow the above process.*

## **Dyslexia Friendly Classroom**

To make all classrooms at Redmyre School Dyslexia Friendly, these are some of the strategies we have adopted;

- All classrooms have a DF Toolkit for teacher's PSA's (Pupil Support Assistant) to use with children with SpLD
- All children on entering Primary 1 will have access to a name card with their full name on one side, and their birthday and address on the reverse
- A written and numerical example of the date is provided every day
- Children write the date, on at least one piece of work a day from Primary 1
- Key topic words are regularly displayed and access to word banks, tablemats, word cards etc is provided
- Verbal instructions for task completion are limited to no more than two, wherever possible
- Children are regularly asked to repeat / and or explain in their own words what they have to do
- It is regular practise for all children to explain to their neighbour
- There are resources available of numbers 1-100, place value charts, multiplication tables, days of the week, months of the year, and the seasons for the children to access independently
- Where appropriate children use Mnemonics to learn 'tricky words'
- All children are shown a strategy to help overcome b/d confusion and reminded of it regularly

## **Management of the classroom**

- Seating is appropriate to the child and task
- Open ended questions and extended questions are used by the class teacher to extend the children's learning
- Time is allowed for learners to ask questions
- Learning Intentions are repeated throughout the lesson
- Alternative methods of recording work are used
- ICT is used where appropriate

- Pupils will become aware that there are different learning (see Tool Kit)
- Brain breaks are built into the lesson
- Access to all resources / equipment is well organised and child friendly

Resources are matched to students' specific needs

Multi sensory techniques are widely used

### **Where appropriate, all classrooms will adopt these Dyslexia Friendly Guidelines for producing text**

- Differentiated writing tasks to take into account a child who may be verbally able but has difficulty in recording (e.g. writing frames, tape recording, digital cameras/videos, labelled diagrams etc.)
- Marking is targeted depending on the Learning Intention, e.g. punctuation only, content only.

#### **Fonts & Type**

- Use comic sans, arial or primary Sassoon infant
- Use of coloured paper if effective
- Font size to be a minimum 12 pt
- Expand spacing between letters and lines
- Use bold to highlight rather than italics or underlining
- Avoid underlining titles or key words

#### **Teaching programmes**

Specific Teaching programmes if required use a mixture of different resources which are appropriate to the child's needs, for example;

**Word Wasp**

**Toe by Toe**

**Wellington Square Reading Scheme**

**Apples and Pears**

**Wolf Hill**

**Jolly Phonics**

## **Multi-sensory Teaching and Learning Styles**

Multi sensory learning techniques provide the key to teaching pupils with dyslexia because all the pathways in the brain are being used. This will mean that the stronger senses help the weak ones. The key is to find the way that an individual learns best and then to try to adapt the classroom organisation and teaching style to accommodate more effective learning.

Learners with dyslexia will have different patterns of strengths and weaknesses in learning styles. As a school we agree to try to find out this pattern for children with dyslexia and adapt our teaching as appropriate.

Remember, the key feature of multi-sensory teaching is to involve simultaneous input from visual, auditory, oral, tactile and kinaesthetic channels.

## **Emotional Impact**

As a school we recognise many pupils with dyslexia may have low self-esteem. We therefore use the following strategies to both monitor and support pupils with this:

- By talking with children to find a balance between what can be done by others and what they must do for themselves, thereby encouraging and building greater independence
- Careful classroom comments and observations by all adults working with children taking recognition of effort even when results are not particularly pleasing
- Use of all school reward systems to reward these efforts and successes and to celebrate children's other strengths as often as possible
- Foster a "have a go" environment where it is okay to make mistakes
- Regular reviews to monitor children's self esteem

## **Using ICT to Support Pupils with SpLD**

We as a school recognise the value of computers in supporting children with dyslexia. Computers are helpful in acquiring and practising literacy and numeracy skills in an enjoyable and motivating way, and they can also help in expressing and recording ideas in a well presented format.

### **We have the following software to help children with SpLD:**

Word Shark (Read and spell games)

Starspell (Spelling program)

Clicker (Writing support)

Talking First Word (Writing support)

Nessy (Spelling program)

Spellmate (Spelling program)

