



Dyslexia Policy

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Ryefield Primary School

Dyslexia Policy



Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Definitions.....	3
4. Roles and responsibilities	4
5. Dyslexia Provision at Ryefield.....	6
6. Monitoring arrangements.....	9
7. Links with other policies and documents.....	9

1. Aims

This Dyslexia policy aims to:

- Clarify the terminology
- Set out how Ryefield Primary School will support and make provision for pupils with the specific learning difficulty (SpLD) diagnosed as 'dyslexia', or pupils with characteristics of a literacy learning difficulty
- Clarify the roles and responsibilities of everyone involved in providing support for pupils with dyslexia

At Ryefield School, staff are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils. All pupils are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having dyslexia are fully integrated into mainstream classes and have full access to the National Curriculum. As such, provision for pupils with dyslexia is a matter for the whole school.

Effective teachers nurture an inclusive mindset by enabling their pupils to develop strategies to match their difficulties, recognise that they have strengths that are valued in society and develop a strong self-image, despite their learning differences. Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done to overcome them, with families, teachers and pupils working together.

The 'Special Educational Needs and/or Disabilities' aims of the school can be viewed within Ryefield's SEND Policy and SEND Information Report for parents.

2. Legislation and guidance

This policy has been created with regard to the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND Information Report
- [The Equality Act 2010](#)

Ryefield Primary School is part of the Vanguard Learning Trust. This policy complies with our funding agreement and articles of association.

3. Definitions

The term dyslexia is in widespread use and is derived from two Greek words, 'dys' meaning 'difficulty' and 'lexicos' meaning 'words'. The literal meaning is therefore 'difficulty with words' or 'difficulty reading or spelling words'.

There is no one agreed definition of dyslexia and despite considerable research, the findings regarding the numbers of pupils and causes of dyslexia vary widely. However, more recent definitions reflect a degree of consensus between academic and professionals to help clarify a basis for identification.

In June 2009, Sir Jim Rose published his report on dyslexia to the Secretary of State for Education. The report set out guidelines to support schools in identifying and teaching children and young people with dyslexia and literacy difficulties. Rose summarised dyslexia as 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 and social classes.
- 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 coordination, 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.'

Ryefield Primary School has adopted the Rose definition as a basis for identification of dyslexia as it reflects current practice and research on dyslexia. As this definition sees dyslexia as existing on a continuum, it provides a rationale for provision identifies observable difficulties to help inform assessment and promotes carefully targeted intervention and support.

As a working definition, The British Psychological Society emphasises the need for a staged assessment process to take place:

'Dyslexia is evident when accurate and fluent word 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 provides the basis of a staged process of assessment through teaching.' BPS (1999)

For Ryefield, the term 'dyslexia' is applied, following an assessment by a suitably qualified professional such as an educational psychologist. While the research and debate about dyslexia continues, Ryefield School shall continue to find practical ways of assisting dyslexic pupils with overcoming their learning barriers and experiencing progress and achievements.

It is important to note that not all children with literacy learning difficulties will be identified as 'dyslexic'.

4. Ryefield Roles and Responsibilities

4.1 The Class Teacher

Each class teacher will be responsible for:

- The progress and development of every pupil in their class, including those with dyslexia
- Providing a positive, learning environment which incorporates techniques and strategies recommended for the teaching of pupils with dyslexia. These include coloured backgrounds on smartboards, pupils facing 'front on' to the board, the availability of reading rulers and coloured overlays, worksheets double spaced with larger font where possible and a dyslexic-friendly font such as 'open dyslexic' or 'comic sans' used on teacher-made reading resources.
- Ensuring that Quality First Teaching and a structured, challenging approach to teaching literacy skills and knowledge is accessible to all children at Ryefield, including those with dyslexia

- Working closely with the SENCO, teaching assistants or specialist agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Assess, plan, teach and review individual pupil achievement, progress and mastery of key literacy skills and discuss any concerns with the SENCO.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision – during termly Pupil Progress meetings
- Ensuring the Dyslexia policy is followed
- Checking on the progress of each pupil and identifying, planning and delivering any additional help a pupil may need (this could be actions like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO and parent/carer if necessary.
- Making sure that all members of staff working with dyslexic pupils in school are aware of individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress – information is accessed via Class Provision Maps
- Making sure that all staff working with dyslexic pupils in school are supported in delivering a planned curriculum, so they can achieve the best possible progress. This may involve the use of additional resources, outside specialist assessments and specially planned tasks.
- To liaise with parents/carers to ensure pupils with dyslexia have the appropriate practice and provision in place to facilitate progress and achievement.

A pupil's class teacher can be contacted by speaking to them at the end of a school day to arrange an appointment. Alternatively, you can speak to Main Office staff and ask for a contact request message to be left with the class teacher.

4.2 The SENCO.

The SENCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the Dyslexia policy and provision in the school
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with dyslexia
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with dyslexia receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, specifically the educational psychologist.
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure records (including class provision maps) of all pupils with dyslexia remain up to date
- Coordinate all the support for children with dyslexia and develop the school's Dyslexia Policy to ensure all children get a consistent, high quality response to meeting their needs in school.
- Prepare an application for a statutory assessment for an Education, Health and Care Plan when appropriate
- To remain up to date in current approaches to support children with dyslexia and contribute to staff training so that all teaching staff are aware and confident about how to meet the needs of all pupils with a literacy learning difficulty such as dyslexia.

The SENCO at Ryefield Primary School is Mrs Hayward.

She can be contacted directly via: chayward@ryefieldprimary.org.uk Alternatively, you can telephone the school to make an appointment via the Main Office 01895 547 036.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the Dyslexia Policy and provision in the school
- Have overall responsibility for the provision and progress of learners with the specific learning difficulty known as dyslexia.
- Ensure that the SENCO is part of the Senior Leadership Team at school and is able to attend all Pupil Progress meetings with teaching staff.
- Monitor, along with the Senior Leadership Team, the effective teaching and learning for children with SEND, including those pupils with dyslexia

4.4 The SEND Governor

The SEND Governor will:

- Help to raise awareness of dyslexia issues at governing body meetings
- Monitor the quality and effectiveness of dyslexia provision within the school and update the governing body on this
- Work with the Headteacher and SENCO to determine the strategic development of the Dyslexia Policy and provision in the school
- Make visits to understand and monitor the support given to children with dyslexia in the school and be part of the process to ensure each child achieves his/her potential in school.

5. Dyslexia Provision at Ryefield

Dyslexia provision at Ryefield is based on research, good practice/ principles of Quality First Teaching and advice from an educational psychologist.

SEND provision at Ryefield emphasises an holistic approach to the needs of a dyslexic pupil – allowing them to develop their independence. Approaching dyslexia effectively nurtures:

- Resourcefulness and strategic learning
- Resilience and confidence
- Responsibility and independence
- Respect for others and self
- Reflection and reasoning

It is our aim at Ryefield School to have ‘dyslexia-friendly’ classrooms and other learning areas.

At Ryefield, our classrooms:

- are arranged so that during lessons, dyslexic pupils sit in an appropriate place,
- have clearly labelled resources, which use pictures and symbols as well as words
- have drinking water readily available throughout the day
- use colour tinted backgrounds on Smartboards
- use coloured/tinted paper for worksheets, test papers and table-top resources
- have a range of dyslexia friendly resources such as coloured overlays and reading rulers
- are appropriately lit and well-ventilated to provide a comfortable learning environment

- are tidy and well-organised

Teachers and staff at Ryefield are mindful of managing the needs and self-esteem of dyslexic children in their marking and feedback. Where a child has known difficulties or dyslexic tendencies, teachers will exercise sensitivity in their marking of spellings especially. Feedback will initially always be on content, appropriate style, and vocabulary choices. Correction of spellings will be focused upon high frequency words primarily, or spelling patterns that have recently been taught.

5.1 Intervention and Support:

Ryefield Primary School aims to ensure that all children have access to the National Curriculum in an inclusive learning environment. Our specific aim is to ensure that every classroom is a 'Dyslexia Friendly' classroom – meaning that pupils with dyslexia or barriers to learning that are often linked with dyslexia, are able to learn successfully alongside their peers.

At Ryefield School we have the following stages of support and provision:

Wave One – high quality inclusive teaching (known as 'Quality First Teaching'), supported by effective whole school policies and frameworks, clearly targeted on all pupils individual needs and prior learning.

In addition to Quality First Teaching, home/school links such as reading records and literacy homework books aim to develop and reinforce key literacy skills at home. For example, developing spelling skills in Year 1 include an expectation to read every day for 10 minutes and learn to spell key words using the 'Look, Cover, Write, Check' strategy.

Wave One also includes any resources a pupil might use to minimise any classroom barriers to learning, linked to dyslexia. These include using coloured backgrounds on Smartboard slides, individual reading rulers and coloured overlays for example. Using dyslexic-friendly fonts such as Comic Sans and Berlin Sans along with double spaced lines, are strategies used to provide clarity when reading text. Ryefield School is also building a range of dyslexic-friendly reading books for junior aged children.

Wave Two – involves Wave One high quality, inclusive teaching plus additional time-limited interventions, designed to increase rates of progress and put pupils back on course to meet or exceed national expectations.

Examples of Wave Two strategies/approaches/resources for **Key Stage 1** include:

- Precision Teaching (word level focused intervention)
- Lexia reading programme – providing individual intervention support with the aim of developing proficient readers with improved phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Differentiated grouping for daily Read Write Inc (structured, repetitive phonological and whole word teaching)
- Small group Guided Reading Booster groups
- Hope Spelling Strategy sheet (6 strategies)
- Targeted and differentiated spellings for individual pupils where necessary 'Learn 4 then 1 more.'
- Hope Tricky Word Mat
- Hope Dyslexia Friendly Phase Mat
- Early Reading Research (sight words and spellings) linked to year group expectations (Absolute, Expected & Bonus scheme)
- Dyslexic Tool Kit for in class support (Dyslexia Top 5)

Examples of Wave Two strategies/approaches/resources for **Key Stage 2** include:

- Lexia reading programme – providing individual intervention support with the aim of developing proficient readers with improved phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Hope Spelling Strategy sheet (12 strategies)
- PiXL Primary and PiXL Phonics intervention programmes slides are already on coloured backgrounds.
- Dyslexic Toolkit in class support (Dyslexia Top 5)
- Early Reading Research (sight words and spellings) linked to year group expectations (Absolute, Expected & Bonus scheme)
- Hope Tricky Word Mat
- Hope Dyslexia Friendly Phase Mat
- Mind mapping support – organising information for knowledge recall

5.2 Identifying pupils with dyslexia and assessing their needs and progress

Class teachers, through observations of work and literacy progress tracking, can identify pupils with characteristics of a literacy learning difficulty such as dyslexia. Parents/carers can also identify characteristics of dyslexia by communicating their observations and concerns to the class teacher.

Two Ryefield teachers have received training on the use of the ‘WAIT – III UK for Teachers’ which aims to identify academic strengths and weaknesses, inform decisions regarding eligibility for educational services, educational placement, or indicate a possible diagnosis of a specific learning difficulty. WAIT reading and spelling assessments are conducted twice per year (on the advice of an Educational Psychologist) and are used as evidence of progress in the areas of Word Reading, Reading Age and Spelling, for pupils with literacy learning difficulties including dyslexia.

Ryefield employs an Educational Psychologist to carry out ‘skills for learning’ assessments as well as assessments to identify any potential barriers to learning, such as dyslexia or dyscalculia. A full day Educational Psychologist (EP) assessment will not be undertaken until a child is at least 7 years 6 months as these standardised assessments do not lend themselves to younger children (a result of having to show a statistically significant discrepancy between ‘word level’ and intellectual abilities).

Therefore, as outlined above in the Wave One and Wave Two provisions, it is important to ensure that a high level of targeted and repetitive intervention approaches have been tried before judging a child as having a specific difficulty such as dyslexia.

5.3 Consulting and involving pupils and parents

The views and the wishes of pupils and parents regarding education and aspirations are discussed at appropriate times throughout the academic year – informally at the beginning/end of the day between parents and teachers, or more formally during termly Parent evenings. These discussions determine the support in place, both at home and at school. Class teachers, pupils and parents can also discuss whether Ryefield can provide support by adapting Quality First Teaching strategies, or whether something different or additional is needed. The teacher or SENCO involves parents as soon as a potential barrier to learning has been identified, as early identification is key to successful outcomes – focusing on the support/resources required to facilitate progress and attainment.

These meetings/conversations will ensure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- Ryefield School takes into account parent or pupil concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents and pupils are therefore involved in decisions about what strategies/resources will be used. Updates on these resources and strategies are documented on Pupil Passport and Pupil Voice sheets.

The SENCO has many open lines of communication with parents – through routinely being in the playgrounds before and after school, having a flexible timetable to meet with parents at a time which suits them, being available for discussions during open evenings, parent workshops, teacher/parent meetings and using email for those parents who find it difficult to come to school.

Ryefield currently employs the services of an Educational Psychologist who provides parent support sessions to give information and advice on supporting children with literacy learning difficulties.

Children identified with dyslexia are, with parental consent, placed on the Ryefield SEND register as a Cognition and Learning need. Recommendations to parents with children with dyslexia or characteristics of dyslexia include:

- Audio/e-books, to promote engagement with literacy (www.oxfordowl.co.uk for example)
- Having subtitles on the television whilst watching programmes
- Speed reading familiar texts to increase experiences of fluency
- Using the Lexia Reading programme at least 4 times per week at home
- 1:1 support with spelling challenges, using the Hope Spelling Sheet for example
- Using a reading ruler or coloured overlay when reading

Useful Websites for Parents with children with dyslexia:

British Dyslexia Association: www.bdyslexia.org.uk

Hillingdon Parent Carers Forum is also a local support network for parents/carers of children and young people aged 0-25 with additional needs and disabilities. They can be contacted at:

hillingtonpcf@gmail.com or by phone 07783 579678

6. Monitoring arrangements

The SENCO, Senior Leadership Team and SEND Governor every year will review this policy.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Special Educational Needs and/or Disabilities
- Equality