



Dyslexia Friendly Policy

Signature:.....

Name:.....

Date:.....

Chair of Governors

Signature:.....

Name:.....

Date:.....

Executive Headteacher

Date: May 2013

Reviewed: May 2014

The schools endeavor to meet the diverse needs of their pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

To meet the needs of all pupils, staff at Cherry Trees continue to implement strategies following the achievement of Dyslexia Friendly Full Status, and Wightwick Hall school is actively working towards developing strategies to gain this status. We believe that this not only benefits children with dyslexic tendencies but also has significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

What is Dyslexia?

'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 for a staged process of assessment through teaching'.

British Psychological Society 1999 (as adopted by Staffordshire County Council January 2007)

According to the Dyslexia Institute, dyslexia can be defined as:

'...a combination of abilities and difficulties which affect the learning process in reading, writing, spelling and sometimes numeracy.'

Dyslexic children frequently have weaknesses in short term memory, sequencing and processing information - skills everyone needs to learn

effectively in a busy classroom. What may start as a learning difference becomes a learning difficulty if dyslexia goes unrecognised and the teaching is inappropriate.

However, if those with milder forms of dyslexia are identified early and given the opportunity to learn the way they learn best, they may cease to have special educational needs. The skills and strategies which dyslexic children need in order to learn can be taught.

Teaching strategies

Everybody has an individual learning style. Dyslexic children process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling dyslexic children to learn effectively in the classroom. Therefore we employ the following teaching strategies for dyslexic children:

- Have high expectations for intellectual stimulation, but reasonable expectations for written responses.
- We promote a 'can do' culture.
- Use multi-sensory methods of learning - VAK learning styles.
- Be prepared to explain things many times, in a variety of ways.
- Give guidance about how to do tasks systematically.
- Promote positive self-esteem at every opportunity.
- Be aware of signs of tiredness and fatigue, implementing Take 10 to allow children opportunity for a break within their learning.
- Enable all children including dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Marking identifies success and improvement points (next steps).
- Use of ICT (Wordshark, sound recorders and digital cameras for example.)
- Use adult or 'Buddy' support where appropriate.

Dyslexia Friendly Classrooms

We recognise that the correct working environment is vital for all learners. For a dyslexic child, already they may be having difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need.

If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed. Therefore classrooms are:

- Arranged so that during lessons, all children including the dyslexic child can sit near the front.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Adapted so that dyslexic children have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them.
- Information and displays are accessible e.g. using non-white paper and picture clues.

Dyslexia Indicators

All teachers have responsibility for dyslexic children. If the school's assessment and observation procedures indicate concerns regarding reading, spelling, writing or numeracy, teachers will implement the following procedures:

- Refer to Handy Hints located in every Class Working File.
- Complete Dyslexia Indicator checklist (DFES)
- Consult with parents and child.
- Consult with SENSS if required.

Assessment and Intervention

The school's assessment and tracking procedures facilitate the early identification of difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted and an appropriate intervention programme is developed. All children have differentiated individual targets for subjects set at least termly. Our assessment package B² enables targets to be SMART and they are updated as often as needed.

Partnership with Parents

As the Code of Practice on the identification and assessment of Special Educational Needs states,

'Professional help can seldom be wholly effective unless it builds upon parents' capacity to be involved.'

We acknowledge that maximum participation by parents/carers is essential in embedding positive attitudes in dyslexic learners. We endeavour to be in regular contact with parents - face to face, on the telephone or via individual daily communication diaries. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help. Parent workshops are available and held at both schools which are delivered through SENSS.

Complaints Procedure

If you have a complaint please come and see us.

We will listen and deal with it as quickly as possible.

When parents are worried or unhappy about any aspect of school life or the curriculum they should come and talk to the class teachers first. This will usually resolve the problem; however, if they are still dissatisfied then they should contact either the Head teacher or Deputy Headteacher.

The Complaints Procedure can be found on the school's website.