



Dyslexia Friendly Policy

Burscough Village Primary School endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant manner and through an adaptive manner, enabling progression and continuity to be experienced. It is important at Burscough Village Primary School 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.

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

In order to meet the needs of all of our children we are actively working towards 'Dyslexia Friendly Schools' status.' We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils, as strategies that are good for the dyslexic learner are good for everyone.

What is Dyslexia?

Dyslexia is a learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

Definition of dyslexia

The BDA has adopted the Rose (2009) definition of dyslexia:

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.

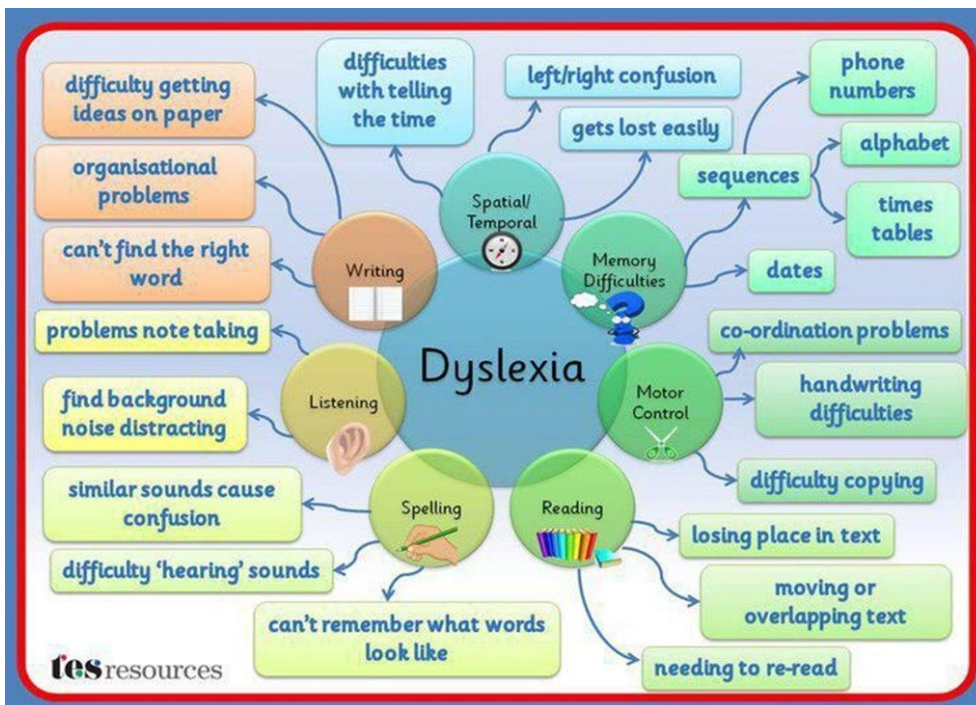
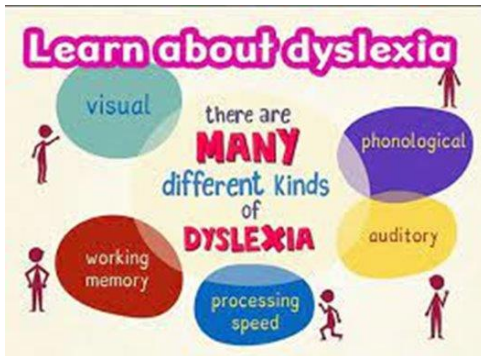
In addition to these characteristics:

The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.



BDA (2010)

There are different kinds of Dyslexia.



Teaching strategies

Everybody has an individual learning style. Dyslexic children seem to 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, at Burscough Village Primary School, we employ the following teaching strategies for dyslexic children:

- We promote a 'can do' culture promoting all members of our community to have a growth mindset.
- We understand and value the different ways in which children learn.
- We use multi-sensory methods of learning.
- We are prepared to explain things many times, in a variety of ways.
- We give guidance about how to do tasks systematically.



- We promote positive self-esteem.
- We are aware of signs of tiredness and fatigue, allowing children opportunity for a break within their learning.
- We enable dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Our marking identifies success and improvement points (next steps), at an appropriate level.
- We use adult support whenever appropriate to support learning, not taking away the children's independence.
- Colour Overlays, reading rulers, coloured workbooks may be used if appropriate.
- Changing the background colours on the white board, PowerPoints,
- Reading schemes that support Dyslexic pupils e.g. Barrington Stoke (on buff paper)
- Visual Timetables for whole class
- Individual/visual Timetables
- Handwriting guidance sheets on tables
- High frequency/Common Exception Words spellings on the walls.
- Key words displayed when needed
- Word Mats
- Mind mapping
- Writing frames
- Work Buddies
- Use of ICT to support learners, eg Nessy, Nessy Fingers, Clicker
- Sympathetic marking concerning spellings differentiated work
- Modification of resource reading age
- Emotional support

Dyslexia Friendly Classrooms

At Burscough Village Primary School we recognise that the correct working environment is vital for all learners. For a dyslexic child, 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:

- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.



- Minimally distracting, so that pupils can focus on the learning opportunities being presented to them.
- Adapted so that dyslexic children have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them, when relevant.
- Information and displays are accessible e.g. picture clues, buff backgrounds on the interactive whiteboards.

Teachers who are easy to learn from

Teachers who are easy to learn from



- At the start of the lesson, they are clear about what they want us to do.
- Show us as well as tell us.
- Give us time to listen.
- Use pictures and structural material.
- Show enthusiasm for the subject.
- Let us ask questions.
- Help when we get stuck.
- Are patient with our mistakes.
- Are nice to us – please be patient if we get it wrong!
- Create a peaceful environment in the classroom.
- Understand us and spend time helping us.
- Prepared to repeat instructions.
- Happy to answer questions.
- Proactively check we are doing it right.
- Explain, check that we understand.
- Write things down clearly.
- Teach the basic information “without rambling on about other things”.
- Smile when we ask for help.

Teachers who are difficult to learn from

Teachers who are difficult to learn from



- Give too many instructions too fast.
- Don't check when we have understood.
- Get angry when we haven't understood.
- Don't encourage or allow us to ask questions.
- Rush us and tell us off if we don't get enough done.
- Don't let us think for long enough before we have to start.
- Shout.
- Show us up in front of the class (asking for test scores or to read out loud).
- Put writing on the board that we can't read.
- Stand in front of the board so we can't see it.
- Rub it off the board before we can copy it down.
- Overemphasis on grammar, spelling and punctuation.
- Too much writing.
- Dictation.
- Too much reading.
- Having to remember facts or formulae.
- Don't give us enough time.
- Make us copy from the board.
- Put us down in front of the class.
- Are unwilling to explain.



Dyslexia Indicators

We recognise that some pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.

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

The identification process will include:

- Pupil views
 - Staff concerns and observations - Primary School Dyslexia Indicator checklist. Appendix 1
 - Information shared by parents regarding their child and their needs
 - Pupil progress and teacher assessments
 - Using baseline data to analyse areas causing concern
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- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised support plan setting out the provision we propose to make for the pupil and the objectives for that provision.
 - If, despite our efforts to improve the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.
 - Following discussion with the Educational Psychologist we will formulate a revised individualised support plan for each pupil.
 - The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.
 - These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).



- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.
- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.
- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. Access arrangements for Ks2 tests. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.
- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.
- We are aware that pupils with dyslexia have experienced "failure" and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.
- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, supporting their child with online games to support learning at home, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.

Assessment and Intervention

The school's assessment, class discussion meetings and tracking procedures facilitate the early identification of particular difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted, and an appropriate intervention programme may be developed if 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 all learners. We endeavour to be in regular contact with parents – face to face, on the telephone or via email. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help.

Information is shared with parents through the school website and apps, school social media pages and parent workshops.



Transition New Year group or School

Information gathered regarding any pupil with dyslexia, in terms of their strength and weakness profile and strategies which are used to support and access arrangements that are in place will each year be shared with the pupil's new teacher, be that in the same school or with a change of placement. This transfer of information will enable a smooth transition to the next teacher, enabling the pupil to have continuity of approach, in terms of strategies used in class. When a pupil is making the transition to a new school, the SENCO / Head teacher will seek as much information to ensure that all staff are aware of the needs of all the pupils and provision can be put in place to meet those needs as effectively as possible.

LA Support Services

If, after following the graduated response a pupil continues to make less than expected progress, despite evidence-based support the school will consider involving a specialist from the local authority. This process begins through discussion at termly Educational meetings to gain further advice. Parental consent will be required. Schools can access support from Lancashire SEND Team

- Cognition and Learning Team
- Senior Teacher for Dyslexia
- Educational Psychology Service



Appendix 1

Primary School Dyslexia Checklist (EXAMPLE BDA Quality Mark for Schools)

Name				Class	
DOB		Age		Date	

Difficulties	Yes	No
Family history of similar difficulties		
Difficulty with phonological awareness especially at the phoneme level		
Difficulty with following instructions		
Need for time to produce an oral response when questioned		
Lack of fluency in reading affecting comprehension		
Inaccurate decoding		
Fear of reading aloud		
A lack of enjoyment of reading		
Persistent and marked difficulty with spelling		
Messy, laboured handwriting		
Difficulty in finding the right word to describe things		
Mispronounces words		
Difficulty in remembering sequential information, e.g. alphabet, times tables, days of week		
Poor short-term working memory		
Takes longer than average to complete written tasks		
Difficulty copying from the board		
May describe visual discomfort when text reading		
Can be clumsy and lack co-ordination		
Mixing up numerical symbols		
Difficulty with Maths vocabulary		
Miswriting of numbers		
Low self-esteem		
Behavioural difficulties		
Other (describe)		

Strengths	Yes	No
Imaginative		
Good at thinking and reasoning skills		
Able to see the "big picture"		



Good at problem solving		
Good general knowledge		
Good understanding of texts that have been read to him/her		
Curious		
Sophisticated receptive language		
Good visual-spatial skills		
Other (describe)		