



Christ Church C.E. (VC) First School 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.

(BDS 1999)

Dyslexic children

We consider the dyslexic child in all our planning, and recognise that good teaching for dyslexic students is good for all.

Children with SpLD (dyslexia) will be given as much opportunity as possible to access the curriculum through a variety of strategies. The difficulties of the individual pupil will be taken into account in each lesson and every opportunity will be given for them to succeed.

Each individual is unique and the key to success lies in teaching on the basis of individual preferences.

Marking

Our marking policy incorporates dyslexic friendly approaches.

A consistent approach to marking can make a significant difference to the way a child perceives their efforts in class.

A decision is made on the marking criteria before a piece of work is started e.g. agreeing whether the focus is content, or spelling.

Dyslexic children can focus on content, spelling or handwriting - but not all three simultaneously.

We aim to:

- Use a multi-sensory programme of teaching and learning.
- Make use of pictures, plans and flow charts.
- Pictorial timetables can be a great help.
- Use videos, tapes, and dictaphones and encourage alternative ways of recording.
- Make use of ICT.
- Provide key words and displays.
- Encourage the use of line trackers, book marks and/or coloured overlays as appropriate.
- Teach a structured, cumulative phonics programme (Letters and Sounds.)
- Allow sufficient time for activities.
- Use lots of praise.

The teaching needs of all pupils, particularly children with SEN require:

- Positive attitudes from staff.
- Partnership with teachers which encourage them to be active learners, helping to plan, build and evaluate their own learning programme wherever possible.
- The quantity of instructions may need to be adapted and the pace of delivery adjusted.
- A climate of warmth and support in which the self confidence and self-esteem can grow and in which pupils with SEN can experiment without fear of criticism or failure.
- An emphasis on records of achievement to promote self-assessment and to record the coverage of the national curriculum
- Partnerships between home and school.
- Extra support at times in order to access National Curriculum, whether through the SEN co-ordinator, Speech Therapists, or the school's Educational Psychological Service.

Pupils with SEN may be perceived by the class teacher as under achieving or not progressing as well as might be expected. A pupil may exhibit:

- MLD Moderate Learning Difficulties, characterised by low attainment across the curriculum.
- SpLD Specific Learning Difficulties where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often such pupils demonstrate an erratic profile of strengths and weaknesses.
- Behavioural/Adjustmental difficulties where learning is interrupted as a result of behavioural patterns.
- Sensory impairment.
- Physical disability including cerebral palsy, spina bifida etc.
- Autism/Asperger's
- Other medical problems