



Haydon Wick Primary School

Dyslexia Friendly & Diverse Learner Policy

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Philosophy

At Haydon Wick we believe that every child in our care is unique, each with their own individual learning strengths and areas of difficulty. We strive to create a learning environment that values and meets the needs of our pupils with a forward-thinking, inclusive approach. We believe that a Dyslexia Friendly environment can benefit each and every one of our learners, holistically supporting their acquisition of knowledge and skills.

While we recognise Dyslexia as a learning 'difference' that, at times, can make learning more difficult for some of our pupils, we do not define it as a 'disability'. We strive to recognise and harness the strengths of those with Dyslexic tendencies. At Haydon Wick, different ways and styles of learning are openly discussed and celebrated. We seek to empower our children who have learning differences, fulfilling them with the confidence to aspire, achieve and grow throughout their learning journey. In line with our deeply embedded attitude towards inclusion, this policy is not limited to simply being Dyslexia Friendly: Dyslexia is one of many learning differences that falls under the wide terms of 'SpLD' – 'Specific Learning Difficulty' and Neurodiversities.

The most common of these are:

- Dyslexia (explained in greater detail below)
- Dyspraxia – difficulties with physical coordination
- Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)
- Dyscalculia – impaired comprehension of Mathematics and Number
- Dysgraphia – difficulty with writing, typing and spelling
- ASC – Autistic Spectrum Conditions
- Sensory Processing Difficulties -

In order to be fully Dyslexia Friendly, we believe that labelling a child as being simply 'Dyslexic' is unhelpful; we strive to look at learning difficulties and neurodiversity in broader terms, thus better meeting the learning needs of all our pupils.

Introduction

Haydon Wick Primary School values the importance of being Dyslexia Friendly. Not only does a Dyslexia Friendly ethos help us to meet the needs of dyslexic pupils, but also the needs of pupils who have any literacy difficulties, delayed skills or neurodiversities. Indeed, evidence suggests that all children who are taught using Dyslexia Friendly methods are able to benefit and that, in essence, more children are able to benefit when Dyslexia Friendly methods are adopted throughout school.

We also recognise that a child's self-esteem and confidence go hand in hand with successful learning. Our children are made aware of the nature of the barriers that some people may have to learning and how different strategies can help to overcome these. Positive role models are made known to the children and their achievements are celebrated.



What is Dyslexia?

At Haydon Wick we use the definition of dyslexia from The Rose Report (2009): '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 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 'Quality First Teaching'. Some children with Dyslexia may not only experience problems with reading and spelling, but they may also experience other difficulties with:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine Motor Skills

What is Visual Stress?

Visual stress is a condition that is frequently linked to Dyslexia but can also occur on its own. It may cause the following:

- Headaches and visual problems from exposure to patterns in text
- Difficulties with tracking; children may miss out a word, lose their place or miss out a line of text
- Squinting
- Children may report visual distortions of text; text is moving, blurry or shifts
- Slower pace of reading
- Lack of stamina in reading
- Inaccurate age-expected reading

At Haydon Wick, our Dyslexia friendly approach also seeks to reduce visual stress experienced by our learners.

Teaching Strategies and Quality First Teaching



Quality First Teaching is high quality, inclusive teaching for all pupils in a class.

QFT includes differentiated learning strategies to support all learners including SEN pupils' learning in class. QFT is about personalising learning for pupils, encouraging greater inclusion of pupils with any SEN needs and working to narrow the attainment gap, all whilst having high expectations for every learner. Linked with Dyslexia Friendly practice, at Haydon Wick, we believe that Quality First Teaching enables inclusion for all our pupils and recognises different learning strengths and needs.

Quality First Teaching includes:

- Teaching is multi-sensory and is mindful of different learning styles.
- Talk-based learning is promoted, providing opportunities for pupils to discuss, plan and rehearse their ideas.
- Pre-teaching of upcoming ideas and concepts.
- Concepts and ideas are continually revisited, allowing for overlearning to take place.
- Marking is positive and encourages pupils to self-reflect on their progress.
- Writing is taught in partnership with spelling and reading.
- Fine motor and handwriting skills are supported and developed.
- Classrooms are well-resourced and resources are clearly labelled.
- Tasks and spellings are differentiated appropriately.
- A structured Phonics / Spelling program is in place. Little Wandle is in place at Haydon Wick.
- Pupils have the opportunity to record their ideas in a wide variety of ways. For instance, they are able to make use of the following:
 - ❖ mini whiteboards
 - ❖ post-it notes / scrap paper
 - ❖ big paper
 - ❖ writing frames
 - ❖ a scribe
 - ❖ technology such talking tins, iPad, laptops

Dyslexia Friendly Classrooms

We believe that Dyslexia Friendly learning environments can benefit all of our pupils at Haydon Wick. Each classroom is set in the following way:

- Classrooms are well-lit and ventilated to a comfortable temperature for learners.
- Visual stress is reduced through the use of coloured white-board backgrounds and buff / coloured paper for those children who may benefit from it.
- Handouts are enlarged for those who need it, laid out simply and clearly.



- Picture cues should also be used, where possible, to reduce printed text.
- A Dyslexia Friendly font should be used with those children who may benefit from this:
 - good letter and line spacing
 - clear ascenders and descenders
 - print that does not 'lead in or out' (Please note, however, that all children should be exposed to a range of typefaces, as they would see outside of the classroom).
- Learners are not expected to copy from the board.
- Seating arrangements are well planned: children with Dyslexic traits are sat in a position where they can clearly see the teacher and any visual prompts they need.
- Extra time is permitted for identified learners, as well as scribe and reader support.
- Children will never be forced to read in front of the class.
- Homework tasks are inclusive and can be completed and recorded in a range of ways.
- Staff give simple and clear instructions and expectations, using visual prompts to support these where necessary.
- These may include:
 - use of a visual timetable
 - Widgit vocabulary cards on display
 - personalised task list
 - 'Now, Next and Then' resource
 - Help Yourself stations are located in each classroom, providing easily accessed resources for English and Maths. These include coloured overlays, reading rulers and reading windows. See Appendices 'Help Yourself' comprehensive classroom checklists.

Cognitive Overload

Children with Dyslexia, SpLD or neurodiverse children do often have to work harder to complete the same tasks as their peers. Extra concentration can lead to feeling overloaded which can then lead to distraction and fatigue. We recognise that this cognitive overload is not a sign of being disruptive but a sign that children need a break. At Haydon Wick we value the use of learning or 'brain' breaks to give children the chance to take a breath and rebalance their senses so they may come back to class fresh and ready to concentrate again.

Learning breaks may include:

- Running around the playground track
- 5-10 mins on the gym equipment
- Walking to give another teacher a message
- Brain Gym in class
- 5-10 mins with a football on the playground
- 5-10 mins with a fine motor challenge i.e. playdough
- 5-10 mins in the dark tent

Identification



If we believe a child is displaying traits of Dyslexia or visual stress, we follow the steps outlined below:

1) Teacher or support staff refer to class posters, 'Signs of Dyslexia'. Support staff will raise any concerns about pupils to class teacher. Or a parent raises concerns about their child regarding Dyslexia.

Teachers will then carry out some more observations and assessments to identify areas of need and put some support in place for a period of time. If after that provision, there are still concerns then the teacher will speak to the SENCO.

2) Teachers will speak to school's SENCO (Emily Johnson) and line manager. At this point teachers and TAs should complete the Cognition and Learning Checklist and the SBC Dyslexia checklist and ask parents to complete a questionnaire.

3) Additional support will continue to be put in place for these children.

4) School will use the GL Dyslexia Portfolio to screen for specific difficulties and may use Crossbow Visual Stress Assessment to check for visual stress and will analyse the child's learning profile.

5) Parents will be consulted, and a meeting will be arranged to discuss all findings. Next steps will be planned with parent consultation. They may be signposted to the British Dyslexia Association to find a private assessor.

6) If there are still concerns following significant interventions, SENCO will refer child to CLASS (Cognition and Learning Advisory Support Service) for an individual assessment providing recommendations and support.

Assessment

Teachers and staff are constantly tracking and monitoring pupil progress.

As part of our Dyslexia Friendly practice when marking work, teachers and staff are mindful of managing the needs and self-esteem of children with Dyslexia or anyone with Dyslexic tendencies or literacy difficulties. Where appropriate, staff will give verbal feedback as well as written feedback, celebrating effort and creativity. Teachers will exercise sensitivity in their marking, particularly in spelling and punctuation. They may only make a limited number of corrections on a piece of work to avoid generating a feeling of failure.

Dyslexia Friendly Staff

At Haydon Wick, teachers and support staff receive a range of regular training on Dyslexia Friendly practice and identification of difficulties. Training may be delivered through by external speaker, from the SENCO or by one of the designated Dyslexia Friendly lead teachers.

As well as this, annual updates are presented to the school governing body. Our school SEN governor makes regular visits into school to meet with the SENCO. She fully supports our Dyslexia Friendly ethos and through learning walks, gets to see it in action.



DLC and Pupil Voice

At Haydon Wick we have a dedicated team of children called the 'Diverse Learner Council'. This is a small team of pupils (one from each KS2 class) that have been chosen by their class to be a representative for the diverse learners across our school community.

The DLC regularly meet with one of the Dyslexia Friendly lead teachers to discuss learning matters, such as the following:

- Which resources help us learn best?
- Are all our classroom Dyslexia Friendly?
- Do your Help Yourself areas contain everything on the checklist?
- What would you like to do more of in lessons?
- Is there anything else that your teachers could do to help you?
- Are the Help Yourself areas being used in your classrooms?
- What are we great at?



The DLC may also carry out surveys across the school or carry out interviews with neurodiverse children to gather pupil voice.

After these discussions, the DLC feedback finding and actions to the school through assemblies and the designated lead teachers will give feedback to staff, as appropriate. To raise the profile of the DLC, there is a display board showing our representatives and the children all wear badges designed by a child from Haydon Wick.

DLC certificates are handed out 3 times a year by the DLC. Teachers will chose a child from each that has shown determination and perseverance despite finding things challenging. The certificates can be awarded to any child (neurodiverse or neurotypical) who has impressed their teacher with their attitude rather than the outcome of their task.

The DLC do a fantastic job of raising the profile of Dyslexia and neurodiversity and help to ensure there is never any stigma attached to having a learning difference. The DLC ensure we all acknowledge and celebrate our diversity.

Partnership with Parents

Effective partnership between home and school is important for all of our learners.

At Haydon Wick, we strive to always maintain clear communication with parents and carers. If we have concerns about a child's learning, we feel it is important to discuss these with parents / carers at an early stage. Likewise, we encourage parents / carers to raise worries about their children with our staff.

Teachers may initially discuss concerns during a formal biannual parents' evening or may ask parent / carers to visit the school during an additional visit. During this meeting, the teacher will outline their concerns –linked to age-appropriate attainment and progress- and show the parent / carer what support they will be putting into place. Checklists for identifying Dyslexia may also be shared with parents at this point.



Teachers will discuss what the parent / carer can do with the child to support their learning. This will usually include sending targeted resources home that can be completed without the support of an educational professional.

Parents may also be signposted to the British Dyslexia Association website for more information.

Linked Policies

SEND Policy

SEND Report

Feedback and Marking Policy

Review of the Policy

At the end of each academic year, or whenever appropriate, this policy will be discussed and if necessary revised in response to any changes made locally or nationally.

Appendices

Signs of Dyslexia Poster



SIGNS OF DYSLEXIA

I have clear ideas but find it hard to write them down

I struggle to read quickly, decode unfamiliar words or take in what I've read

I find it hard to listen and take notes at the same time

I feel anxious when I try new things in education or the workplace

I have always found spelling difficult

I need longer than other people to complete some tasks

I confuse visually similar letters and words

I find it hard to remember information without writing it down

I find it easier to explain a concept or idea than to write it down

I am a good problem solver who can 'think outside the box'

I find it hard to organise my time and my belongings

I am creative and have good practical skills

www.mykindofthinking.co.uk

Assessment and support for people with dyslexia and other SpLDs

**MY KIND OF
THINKING**

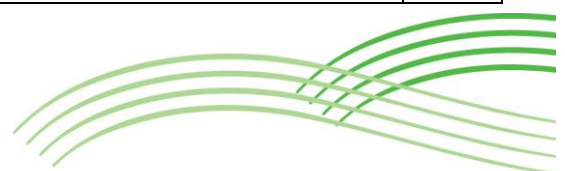
Checklist to Help Identify Primary Pupils on the SpLD / Dyslexia Continuum

Name of Primary Pupil:	Year Group:	Age:	Date:
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	Typical Signs / Behaviours	Tick
History	Family history of SpLD/dyslexia	
	History of ear infections or hearing loss	
	Late to start talking	
Classroom	Slow to process instructions	
	Problems with sequencing, e.g. getting dressed for PE	
	Poor concentration	
	Does not retain concepts from one lesson to the next	
	Problems with fine or gross motor skills, notable mixed left/right preference	
Writing Content does not reflect ability	Good at thinking of ideas, but cannot get them down on paper	
	Uses simple ideas and vocabulary that do not reflect verbal ability	
	Written work often not completed	
	Reluctant to write	
Writing Difficulties in structuring written work	Problems with grammar, e.g. tenses or words muddled	
	Problems sequencing ideas, e.g. when writing a story	
	Ideas not logically linked together – rambling style	
	Inaccurate punctuation	
Writing Poor handwriting	Reverses some letters when writing, e.g. b/d, p/q, m/w	
	Older child does not write cursively	
	Writing badly arranged on the page	
	No spaces between words	



	Slow writing speed	
	Problems copying from the board	
Writing Inaccurate spelling	Omits letters within words	
	Errors in discriminating individual sounds, e.g. middle sound	
	Letters in words in the wrong order	
	Bizarre spelling	
Reading General	Problems choosing a book at a suitable reading level	
	Does not read for pleasure	
	Reluctant to read out loud	
Reading Inaccuracy	Unable to read high frequency words as well as peers	
	Confuses words that are visually similar (e.g. was/saw)	
	Omits words when reading	
	Poor tracking along words and lines when reading	
Reading Lack of fluency	Sounding out each word	
	Needs time to process visual information	
	Lack of expression	
	Slow reading speed	
Reading Comprehension	Not reading for meaning and using context as a strategy	
	Cannot predict what is going to happen next	

Any other information

Dyslexia Friendly Poster



DYSLEXIA-FRIENDLY CLASSROOM CHECKLIST

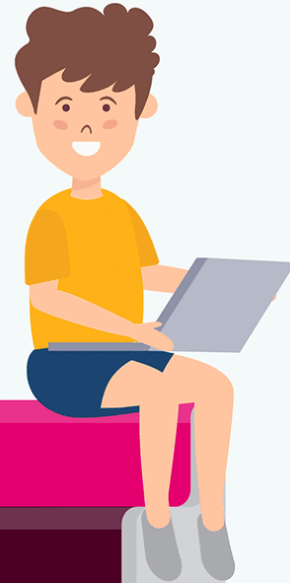


AN INCLUSIVE APPROACH TO TEACHING CHILDREN WITH DYSLEXIA.

Creating a dyslexia-friendly classroom means children with dyslexia avoid being isolated from the class and left out of vital learning opportunities.

By embracing an inclusive approach to teaching, you unlock the full potential of dyslexic students.

The best part is, students don't have to be dyslexic to benefit from this approach.



01 USE VISUAL AIDS & ORAL PRACTICE

Bring visual aids and oral practice into your lesson plan to help dyslexic students retain more.

02 USE DYSLEXIA-FRIENDLY SPEAKING

Speak more slowly and use simpler sentences for dyslexic students have time to process what you say.

03 USE DYSLEXIA-FRIENDLY FONTS

Use clean San Serif fonts with spacing between letters in your resources.

04 AVOID PUBLIC READING

Avoid forcing dyslexic children to read in front of the whole class.

05 PROVIDE CLEAR LINE OF SIGHT

Make sure dyslexic students can see non-verbal communication from where they are sat.

06 PROVIDE MEMORY CLUES

Provide alphabet, numbers and key information as memory aids to reduce stress for dyslexic students.

07 SCHEDULE NATURAL BREAKS

Schedule natural breaks to allow dyslexic students to process and rest.

08 PLAN FOR INCLUSIVE HOMEWORK

Encourage creativity and alternative homework assignments so homework isn't always text-based.

09 MARK BASED ON CONTENT

Mark the content of work and a student's spelling and grammar separately to improve self-esteem.

10 AVOID ROTE-LEARNING

Avoid rote-learning that relies on strong word retrieval skills. Consider using narrative-based learning instead.

