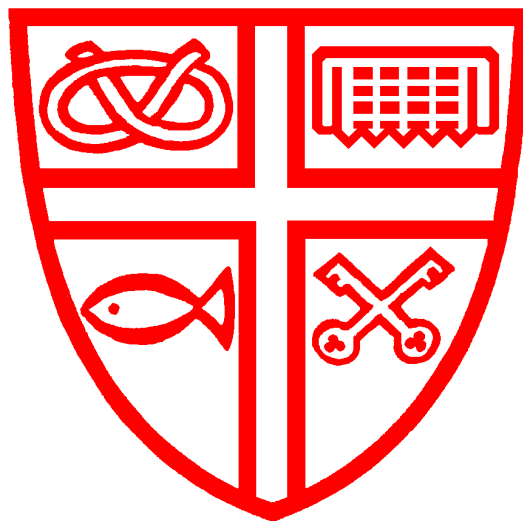


St Peter's CofE (A) Primary School

Love Christ
Love Learning
Love One Another



**SEND School Policy
Appendix 1 The teaching and
learning of children with
Specific Learning Difficulties
July 2020**

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society. "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

St.Peter's CE (A) Primary SEND School Policy
Appendix 1 The teaching and learning of children with Specific
Learning Difficulties

SENCO - Mrs Rachel Bagshaw
Link Governor - Mrs Sue Simcock
Reviewed 15th June 2020

St Peter's Primary School is Dyslexia Friendly

Here are the procedures we have adopted as a School to support the Dyslexia Friendly Initiative. We recognise that more children are successful when taught using dyslexia friendly teaching methods, and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

What do we mean by a Dyslexia Friendly School?

- Understanding dyslexic difficulties
- Understanding dyslexic strengths
- Specialist expertise
- Whole school and cross curricular approach
- Good inclusive practice
- All children with difficulties supported
- Less frustration and better self esteem for pupils with SpLD
- Confident parents

What is Dyslexia?

As a School we have adopted the British Dyslexia Association's (BDA) most recent definition of dyslexia, as our framework of current dyslexia friendly practice. This supports the SEND Policy, The SEN Code of Practice guidelines and the good practice at St.Peter's.

'Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed processing, short term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills, others have strong oral skills. Whilst others have no outstanding talents, they all have strengths. Dyslexia occurs despite normal intellectual ability and conventional teaching. It is independent of socio economic or language background.'

We recognise there is no special formula for any individual to become a more effective learner. The key is to find the way that an individual learns best and then to slightly adapt the classroom organisation and teaching style to accommodate more effective learning. Any two dyslexic learners will have a different pattern of strengths and weaknesses in learning style - even for different tasks. This is why a multi sensory approach is advocated so that each learner can find the best way to aid his or her learning. This ensures that each of the senses is used - the visual channel for looking, the auditory channel for hearing, the kinaesthetic for touch, and the oral channel for speaking.

Identification and Assessment

Concerns over a child having possible dyslexic tendencies can come from a variety of sources:

- Parents/carers

- Class Teachers
- Outside agencies (Eg; SENIS, Ed Psych, Medical professionals, Speech and Language Therapists etc)
- Previous schools/nurseries
- Other adults working with the children (Eg; other family members, private tutors, TA's)

At St Peter's we will take all concerns seriously and apply the following procedures:

Step 1

- _ Inform parents and SENCO
- _ Class teacher to complete the IDP checklist ('Identification of pupils on the dyslexic continuum - Primary checklist') by highlighting and rating areas of difficulty. (Hard copies on the staffroom wall, electronic copy on SEN staff shared area)

Step 2

- _ If checklist highlights mild tendencies begin Initial Concern to say how difficulties are to be monitored and/or addressed
- _ If checklist highlights moderate/severe difficulties begin SEN Support, create Passport for learning to set targets and say how these will be addressed
- _ Inform parents and SENCO
- _ Parents should be shown and have explained to them the DF Checklist and Passport for learning and review dates set
- _ Children should be identified on the Dyslexic Tendencies list in the SEN Supply Teacher information pack so TA's/supply teachers etc are aware of their needs

Step 3

- _ Review children's progress through targets on Passport for learning and use of in school assessment procedures eg; reading/spelling ages

- _ If satisfactory progress is being made set new targets and continue at either Initial Concern or SEN Support to further monitor progress
- _ If unsatisfactory progress is made and/or concerns have deepened further refer child to SENIS or the school EP through the SENCO. These children who are experiencing particular problems, which require more specialist advice, will be assessed by our SENIS Teacher or school EP to establish the level of support required
- _ Parents must be consulted and permission obtained in written form
- _ Set review date

Step 4

- _ In severe cases children may continue to Education, Health and Care (EHC) plan assessment.

Dyslexia Friendly Classroom

To make all classrooms at St. Peter's Primary School Dyslexia Friendly, these are some of the strategies we have adopted;

- All classrooms have a DF Handbook for teachers/TAs to use with children with SpLD
- All children on entering Reception Class will have access to a name card with their full name
- A written and numerical example of the date is provided every day from Year 1 onwards
- Children write the date, on at least one piece of work a day from Year 1
- Some children have a laminated personal time tables, to help them remember when to bring things to school
- Visual timetables are used in each classroom from Reception through to Year Six, and children are reminded that tomorrow they will need...
- Key topic words are regularly displayed and access to word banks, tablemats, word cards etc is provided
- Verbal instructions for task completion are limited to no more than two, wherever possible

- Children are regularly asked to repeat/ and or explain in their own words what they have to do
- It is regular practice for all children to explain to their neighbour, or talk partner
- There are resources available of numbers 1-100, place value charts, multiplication tables, days of the week, months of the year, and the seasons for the children to access independently
- Where appropriate children use Mnemonics to learn 'tricky words'
- All children are shown a strategy to help overcome b/d confusion and reminded of it regularly

Management of the classroom

- Seating is appropriate to the child and task
- Open ended questions and extended questions are used by the class teacher to extend the children's learning
- Time is allowed for learners to ask questions
- Key objectives are repeated throughout the lesson
- ICT is used where appropriate
- Alternative methods of recording work are used
- Brain gym activities are built into the lesson and each child has access to their water bottle
- Pupils will become aware that there are different learning styles
- Resources are matched to students' specific needs
- Access to all resources /equipment is well organised and child friendly
- Multi sensory techniques are widely used - see Dyslexia Friendly staff handbook

Where appropriate, all classrooms have adopted these Dyslexia Friendly text guidelines, producing paper work

- Differentiated writing tasks to take into account a child who may be verbally able but has difficulty in recording (Eg. writing frames, tape recording, digital cameras/videos, labelled diagrams, Alpha Smart keyboards etc.)
- Marking is targeted depending on the purpose of the task

Fonts & Type

- Use comic sans, arial or primary sassoon infant
- Use of coloured paper if effective
- Font size to be a minimum, 12 pt
- Expanded spacing between letters and lines
- Use bold to highlight rather than italics or underlining
- Avoid underlining titles or key words

Teaching programmes

Specific Teaching programmes if required use a mixture of different resources which are appropriate to the child's needs, for example;

Nessy Learning Programme

PAT (Phonological Awareness Training)

Beat Dyslexia

ALK- Active Literacy Kit

Toe by Toe

Stile Dyslexia

Oxford Reading Tree Reading Scheme

ACE Dictionary available

Multi-sensory Teaching and Learning Styles

Multi sensory learning techniques provide the key to teaching pupils with dyslexia because all the pathways in the brain are being used. This will mean that the stronger senses help the weak ones. The key is to find the way that an individual learns best and then to try to adapt the classroom organisation and teaching style to accommodate more effective learning.

Dyslexic learners will have different patterns of strengths and weaknesses in learning styles. As a school we agree to try to find out this pattern for children with dyslexia and adapt our teaching as appropriate.

Remembering the key feature of multi sensory teaching is to involve simultaneous input from visual, auditory, oral, tactile and kinaesthetic channels.

Children are assessed to see if there is a coloured reading overlay which is helpful to them when reading. If a child has a preference to a certain coloured reading overlay they are given one to use in school and at home.

From Year Two onwards, the children complete a questionnaire annually to find out their preferred learning style. This is recorded on 'The way I learn best' sheet in each child's individual Log Book.

Emotional Impact

As a school we recognise many pupils with dyslexia may have low self esteem. We therefore use the following strategies to both monitor and support pupils with this:

- Use of termly questionnaire to monitor children's self esteem
- By talking through negative beliefs with children and find a balance between what can be done by others and what they must do for themselves, thereby encouraging and building greater independence
- Careful classroom comments and observations by all adults working with children taking recognition of effort even when results are not particularly pleasing
- Use of all schools rewards systems to reward these efforts and successes and to celebrate children's other strengths as often as possible
- Foster a "have a go" environment where it is okay to make mistakes

Using ICT to Support Pupils with SpLD

We as a school recognise the value of computers in supporting dyslexic children. Computers are helpful in acquiring and practising literacy and numeracy skills in an enjoyable and motivating way, and they can also help in expressing and recording ideas in a well presented format.

We have the following software to help children with SpLD:

Nessy Learning Programme

The Zoombinis Maths Journey (A maths adventure)

Word Shark 3 (Read and spell games)

Clicker 4 (Writing support)

Starspell and Speaking Starspell (Spelling program)

Talking first Word (Writing support)

Handwriting For Windows (Produces work in handwriting font)

Superspell

Mighty Maths- Carnival Countdown

Textease

Widget- Communicating Print

All staff have access to the booklet 'Achieving a Dyslexia Friendly Classroom' produced by Staffordshire County Council SENSS team, a hard copy is on the staffroom wall and electronic copy is on the staff shared SEN area. As a school we agree to refer to the booklet regularly and apply the advice and strategies in it to our own classrooms and teaching strategies.

Signed:.....

Signed:.....

Headteacher

Chair of Governors

Date:.....

Date:.....

Date of next policy review Review September 2021