



Providing the keys to success for every child

Whole School Policy on:

Dyslexia

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Kent County Council

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1 Introduction

This document was produced to support the Special Educational Needs Policy. It was developed through a period of consultation with the staff. It was approved by the Governing Body, and will be reviewed bi-annually.

2 Principles

Palm Bay Primary School recognises the following definitions of Dyslexia:

'Dyslexia is evident when accurate or 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 Report (BPS, 1999)

'Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have accompanying weaknesses in short-term memory, sequencing and the speed at which they process information.'

The British Dyslexia Association 2006

- 2.1 Combining these two definitions focuses on pupils' word level skills but accepts that other difficulties may occur, in conjunction with, or as a consequence of, dyslexic difficulties.
- 2.2 This policy recognises that research evidence continues to present fresh or conflicting ideas in relation to literacy difficulties and dyslexia; it has attempted to reflect the most recent evidence and debates.
- 2.3 Palm Bay Primary School recognises the need for culture-fair identification of dyslexic-type difficulties, which takes into account, language, culture, socio economic status, race and gender.
- 2.4 The SENCO may be of the **opinion** that a child has specific difficulty or be displaying dyslexic tendencies, but will **not be able to give a diagnosis of dyslexia** which would be recognised outwith the current setting.



3 Aims

- 3.1 To view dyslexia as a 'specific learning difference', which incorporates a range of strengths and weaknesses, as well as different learning styles and preferences.
- 3.2 To recognise that learning problems will arise if dyslexia is not recognised and teaching is not appropriate.
- 3.3 To meet the diversity of the needs of dyslexic pupils through appropriate provision within a mainstream setting; dyslexic pupils spend the majority of their time in the classroom and are the responsibility of all teachers and Teaching Assistants; individual differences in learning style will be noticed and teaching adjusted accordingly.
- 3.4 To provide high quality support for dyslexic pupils by:
 - raising awareness and understanding of dyslexia within school;
 - establishing clear assessment and intervention procedures which enable early intervention and ongoing monitoring;
 - providing a needs-based combination of teaching adjustments, in-class support and withdrawal programmes
 - ensuring that parental concerns are acknowledged and addressed; and
 - increasing training opportunities for teaching and non-teaching staff, and governors.

4 Practice

4.1 Promoting parent partnership

- 4.1.1 Parents' concerns regarding their child's progress will be acknowledged and investigated; appropriate evidence will be collected to inform subsequent discussion, and further assessment may be carried out within school.
- 4.1.2 Parents will be invited to regular reviews of progress in relation to their child's targets / IEP, when learning programmes will be discussed.
- 4.1.3 Parents will be supported and advised on the nature of their child's difficulties, and may be directed to appropriate voluntary organisations or external agencies.
- 4.1.4 Staff will respond positively to any bewilderment, frustration, distress or anxiety that parents may have.
- 4.1.5 If there is disagreement between the school and parents on the level of concern, the student will be monitored over an agreed period of time and another meeting convened.
- 4.1.6 The first point of contact within the school is the class teacher.



4.2 Noticing diversity and early intervention

- 4.2.1 Teachers and Teaching Assistants will be encouraged to notice learning differences and to adjust their teaching and support accordingly.

4.3 Identifying barriers to learning

- 4.3.1 Screening for dyslexia can often show evidence that:
- fluent and accurate word reading and/or spelling has been learnt incompletely
 - appropriate learning opportunities have not been provided
 - difficulties are persistent and progress (often minimal in relation to level of intervention) has been made only as a result of much support that is additional and different
- 4.3.2 Screening and assessment will focus on establishing a pupil's strengths and weaknesses in order to inform future teaching and support; it will not be completed purely for the purpose of a diagnosis of dyslexia.
- 4.3.4 A range of screening and assessment procedures will be used to gain information about a pupil's strengths and difficulties; dyslexia screening programmes will not be used exclusively.
- 4.3.5 It is recognised that pupils of all abilities may experience learning difficulties of a dyslexic nature; however, in some cases a pupil's cognitive skills will exceed literacy skills; placement of pupils in low ability groups will not be decided on the basis of their literacy skills only; teachers will ensure that curriculum content is appropriate to the pupil's level of understanding and interest.
- 4.3.6 It is accepted that phonological skills have a central role in the development of reading and spelling; research evidence suggests that approximately 80% of dyslexic pupils have problems with phonological processing; however, phonological difficulties will not be used as the defining feature of dyslexia as some dyslexic pupils have secure phonological skills.
- 4.3.8 Screening and assessment of word level skills will be central to an assessment of dyslexic difficulties; however, other skills often associated with dyslexia that can affect learning outcomes will be investigated; these will include organisational ability, motor difficulties, sequencing, retention and emotional and behavioural difficulties.

4.4 Pupils with EAL and pupils from ethnic and cultural minorities

- 4.4.1 In relation to pupils with English as an additional language (EAL), teachers will ensure vigilance in identifying learning difficulties and responding to them;



interpretation of data will take full account of learning opportunities that have been available.

4.5 Adjusting teaching

- 4.5.1 The school regards dyslexia as primarily a mainstream issue; teaching will need to be adjusted throughout a pupil's school career and needs may change as a pupil matures.
- 4.5.2 Pupils with dyslexic difficulties will be provided with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet individual needs; this will include differentiated materials and tasks to suit their learning profile.
- 4.5.3 The class teacher's responsibility will focus mainly on facilitating access to the curriculum, with advice from the SENCO, who will have overall responsibility for ensuring that pupils are provided with structured, systematic teaching as appropriate to help develop their reading, writing and spelling skills.
- 4.5.4 Some pupils with dyslexic difficulties will require special arrangements for QCA Statutory Assessment at the end of Key Stage 2.
- 4.5.5 It is recognised that good progress in literacy skills is often linked to structured, systematic teaching programmes that occur regularly and frequently, and often involve a multi-sensory approach; these may be delivered individually or within small groups; the SENCO will ensure that there is an appropriate balance between a student's need to pursue such an individualised withdrawal programme with their entitlement to access a broad and relevant curriculum.

4.6 Provision and resources

- 4.6.1 Palm Bay Primary School recognises that there is a continuum of learning difficulty. This will be met by a corresponding continuum of resources. Pupils on the SEN register will be supported through a needs led combination of differentiated resources and tasks within lessons, additional support from TAs, and possibly a withdrawal programme.
- 4.6.2 A range of intervention programmes will be delivered, including published material; intervention programmes will be used selectively and appropriately; they will be monitored and evaluated, and teaching adjusted as necessary to meet the continuing needs of the pupil.
- 4.6.3 The school will draw upon advice (as necessary) from the range of support services available within the LEA.

See APPENDIX 1



4.7 Promoting pupil participation

4.7.1 Pupils will be regarded as active participants in the learning process; they will be involved in:

- setting and reviewing targets and progress
- identifying helpful support strategies
- receiving prompt feedback on their progress
- investigating their own learning style

4.8 Monitoring arrangements

4.8.1 Monitoring procedures for pupils with dyslexic difficulties will occur at three levels, as with all students with special educational needs:

- monitoring students' progress
- monitoring the effectiveness of interventions
- monitoring curriculum access and the effectiveness of whole school approaches

4.8.2 All pupils with SEN (including pupils with dyslexic difficulties) are monitored through regular reviews of their targets, following guidelines laid down by the Code of Practice; these procedures will contribute towards planning and implementing support programmes.

5 Key Reference Documents

- Special Educational Needs Code of Practice (2001: DFES + DDA)
- Dyslexia, Literacy and Psychological Assessment
- (1999: British Psychological Society Division of Educational and Child Psychology)
- Dyslexia Friendly Schools (1999: British Dyslexia Association)
- The National Curriculum Handbook for primary teachers in England
- Pupils with specific learning difficulties in mainstream schools (1999: OfSTED)
- Special Educational Needs Handbook for Schools (2000: OCC)
- The National Literacy Framework for Teaching (1998: DfEE)
- Including all Children in the Literacy Hour and Daily Mathematics Lesson (2002)
- Learning and teaching for dyslexic children (2005: DfES 1184-2005 CDI)



6 Abbreviations

BPS	British Psychological Society
DDA	Disability Discrimination Act
EP	Educational Psychologist
IEP	Individual Education Plan
LEA	Local Education Authority
OfSTED	Office for Standards in Education
QCA	Qualifications and Curriculum Authority
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
EAL	English as an Additional Language
TA	Teaching Assistant

7 Policy Review

Policy written by Mrs Ross SENCO

Policy acceptance and review dates as per front cover.

This policy will be reviewed biannually (every 'odd' year) during Term 6.

The next review of this policy is due: Summer Term 6, 2015.

8 Appendices

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APPENDIX 1 - Stages of Intervention

- Class teacher and/or parent/carer raises initial concern with regard to significant difficulties with reading, writing, spelling.
- SENCO collects data: NC levels (current and previous to track progress), reading age, Sounds Write assessment, Language for Learning screener, any other relevant assessments, samples of work.
- SENCO checks what interventions are in place already, if any, over and above Wave 1, on class Provision Map, and tracks progress as result of interventions.
- SENCO carries out LUCID screening and analyses results, looking for evidence of a specific learning difficulty.
- This being the case, the SENCO discusses overall assessment of child with class teacher and recommends interventions. Initially this will include Sound Write, 1-1 reading, focused guided reading tasks, Language for Learning group and small group support for tasks involving literacy work, over a period of no more than 12 weeks.
- Class teacher assesses whether progress is taking place as a result of interventions and informs SENCO. If necessary the type and or frequency of intervention is adjusted and worked through, again over a period of up to 12 weeks.
- If there is still no significant progress 1:1 teaching will take place using the Accelerated/Accelerate programme.
- Precision teaching of Sounds Write will occur alongside this.
- If, despite this high level of intervention, there is no significant progress, advice will be sought from The Local Inclusion Forum Team to seek advice on further support. This may involve the involvement of the Specialist Teaching Service. Parents/Carers permission will be acquired.
- If, despite all of the above, there is no significant improvement, it will be necessary to seek assessment from a professional who is qualified in administering dyslexia assessment.
- If the child is assessed as being dyslexic, appropriate teaching and interventions will continue, to support the child.
- Parents/carers will be kept fully informed throughout the process, via the class teacher and SENCO as to progress and as to how they can support their child at home.