

Hempshill Hall Primary School

Dyslexia Policy



This policy was agreed by Governors
And shared with staff **November 2017**

Next review: **November 2019**

Dyslexia

Introduction

The purpose of this policy is to clarify Hempshill Hall Primary School's approach and practice in relation to its pupils with specific literacy difficulties (dyslexia). It provides a definition of dyslexia and describes the roles and responsibilities of school staff and other professionals with regards to specific literacy difficulties (dyslexia).

This policy draws on the guidance and summaries of research as presented in the Rose report (2009) 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties.

There are four main elements to this Policy:

- **Description & Definition of dyslexia**
- **Identification and Assessment of dyslexia**
- **Intervention and Support**
- **Working with parents and Outside agencies**

This policy applies to **all** teaching staff and teaching assistants working in any capacity paid or unpaid

Description

Pupils with specific literacy difficulties (Dyslexia) present varying degrees of difficulty in aspects of the learning process, particularly in some of the prerequisites necessary for the acquisition of literacy. Such prerequisites include speed of processing language, memory skills, sequencing, following instructions, organisational skills, orientation, perception, phonological awareness and fine motor skills. They may demonstrate below expected rates of progress despite appropriate learning opportunities in reading and spelling. They may have difficulties in sequencing ideas and in forming words and sentences when writing; a few may have similar problems in spoken language. Disparity between potential and attainment often leads to low self-esteem, frustration and even social, emotional and behavioural difficulties.

Positive identifying characteristics focus, in the first instance, on severe and persistent problems with accurate and fluent word recognition and spelling, and take priority over other factors including overall ability, linguistic and cultural background.

Definition

Sir Jim Rose's report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' (2009: 30) constructed a working definition of dyslexia, for the purpose of their study, which appears fairly broad in its description of the characteristics of dyslexia, linking co-occurring difficulties with phonological processing difficulties. Hempshill Hall Primary School has adopted this definition along with the British Dyslexic Association's definition to underpin the policy and practice in relation to pupils with specific literacy difficulties (dyslexia).

Rose defined dyslexia as:

A learning difficulty that primarily affects the skill involved in accurate and fluent word reading and spelling.

Rose lists the characteristic features of dyslexia as being;

- Primary features:
 - *difficulties in phonological awareness, verbal memory and verbal processing speed.*

- Secondary features:
 - *Co-occurring difficulties may be seen in aspects of language,*
 - *motor coordination, mental calculation, concentration and personal organisation, but these themselves are not markers of dyslexia'*

 - *severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.*

 - *dyslexia occurs across a range of intellectual abilities and it is best thought of as a continuum, not a distinct category, and there are no clear cut off point.*

In addition to the Rose Definition the British Dyslexic Association has also included the following:

Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterized by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities.

It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counseling.

Identification and Assessment Pathway

Identification

Hempshill Hall Primary School is committed to the early and accurate identification and recording of a pupil's literacy needs through a rigorous school-based approach, as it is felt that the skills necessary to identify children with specific literacy difficulties (Dyslexia) should be available within the school.

In accordance with the Rose Report (2009) the Hempshill Hall Primary School recognises that what matters most is not a diagnosis of dyslexia for our pupils but that pupil's difficulties with literacy learning are identified early and quickly addressed in ways that promote progress.

The initial identification of literacy difficulties will be achieved by:

A pupil's literacy progress

The class teacher and/or intervention teacher observation

Reference to 'Identification of pupils on the dyslexic continuum' (checklist)

Reference to 'Indicators of Dyslexia at KS1 and 2 (guidance document)

Results of Portfolio assessment

Parent's comments and information

Evaluation of a pupil's response to literacy intervention and support programmes

A pupil's literacy progress will be monitored formally using literacy assessments such as teachers' assessment, Optional SATs, phonics assessment, reading and writing assessments, monitoring of progress through 'Common Exception words', High Frequency words and book bands.

If a pupil is deemed to be struggling to progress in their literacy and shows severe and persistent problems with accurate and fluent word recognition and spelling, they will be referred to the SENCO and Specific Learning Difficulties (SpLD) specialist teachers for further assessment.

Specialist Assessment

It is recognised by Hempshill Hall Primary School that there is no one test for Specific literacy difficulties (Dyslexia) but that assessment should be holistic, take place over time, involve parents/carers and involve a careful evaluation of the pupil's response to teaching and targeted intervention. The Portfolio assessment can help to identify specific areas of strength and weakness to inform the teacher's planning and target setting.

If the child continues to make little or no progress, parents/carers will be consulted and the possibility of a referral to the school's Speech and Language Therapist (SLT) or the Learning Support Team (LST) will be discussed. After referral to the SLT specialist/LST, parents will be contacted and the literacy difficulties discussed and information gathered of the pupil's early development and family history of literacy difficulties. The results of all assessments as well as information from parents form the basis of a plan of action to be taken.

An individual pupil profile can be used when necessary to provide details the pupil's strengths, difficulties, areas for development and intervention and strategies to be used.

The Portfolio of Assessments (by school or outside agencies) may include:

Standardised Tests

- Portfolio Assessment
- WRAT – Attainment in word reading, sentence comprehension, spelling, reading composite, Math computation
- Hedderly sentence completion Test – attainment in writing
- WRIT – Underlying visual and verbal abilities.
- Turner Digit Memory Test – Cognitive processing/working memory ability
- CTOPP – Cognitive processing focusing on phonological processes of awareness, memory, rapid naming
- The non word Decoding Test (Turner, M) (2003) The dyslexia Institute. (diagnostic test)
- One Minute Reading Test (Turner, M) (tests fluency and word recognition) (Attainment test)
- Word Spelling Test (Attainment test)

Non standardised qualitative assessments:

- Sound Linkage Test of Phonological Awareness (diagnostic assessment)
- Nelson Thomson Learning PM Bench Mark Miscue Analysis (attainment assessment/diagnostic)
- Read Write Inc speed sounds assessment (Attainment assessment)
- Free Writing assessment (attainment/diagnostic assessment)
- GL Dyslexic Screener (screener)
- Teacher/Parent information/observation

Intervention and Support

Hempshill Hall Primary School's interventions for literacy difficulties focus' initially on whole school practice and strategies to be used in mainstream classrooms. The school aims to have a dyslexic friendly environment that promotes inclusion for all despite the individual difficulties and differences in literacy.

A Dyslexic Friendly School:

- Has the ability to identify and respond to the 'unexpected difficulties' that a dyslexic learner may encounter.
- Has early identification and intervention for pupils with literacy needs i.e.
- rigorous and regularly (termly) literacy assessment that tracks pupils progress, sets appropriate targets and identifies additional support required

- Provides a whole school literacy scheme that is phonics based, multi sensory and clearly differentiated.
- Teachers who have been empowered through regular literacy training, staff training in Dyslexia awareness in staff meetings and INSET Days.
- A Dyslexia Policy.
- Has an ethos of inclusion.
- Recognises the role self esteem and emotional literacy plays in the learning of good literacy skills and seeks to build this through good PSHE curriculum and additional support.
- Has a willingness to balance the need of a pupil to acquire literacy and numeracy skills against their right of access to a broad and balanced curriculum.
- Will focus on strengths rather than weaknesses.

Dyslexic Friendly Classroom Includes:

Environment

- Well organised classroom
- Resources clearly labeled, colour coded, highlighted
- Use of visual cues, timetables, instructions, pictures, word banks with pictures, writing frames
- Use of signs and symbols
- Reading rulers, non white paper
- Literacy aids readily available e.g. spell checkers

- Correct placement of pupils in the classroom e.g. near the front, next to study buddy etc.
- Reader for some tests and work activities.

Teaching Style

- Good differentiation of work to match pupils needs.
- Multi sensory methods of learning where possible.
- Explanations to be clear, slow, and given more than once in a variety of ways if necessary.
- Slow, deliberate and quiet instruction given, allowing time for the meaning of the words to be processed then checking they have understood.
- Marking to target only spellings that have been specifically taught.
- Realistic work output for pupil with literacy needs to avoid total fatigue.
- Use of other methods other than writing to demonstrate skills and knowledge e.g. talking postcards, ICT
- Extra time to complete tasks
- Provide personal transcript sheet of information written on class board.
- To use small white boards for reminders
- Use of clear fonts (e.g. comic sans, Ariel) and larger point size and spacing for written work.
- When possible use coloured background on the IWB
- Allow plenty of time for pupils to read and use information from the class board.
- Leave instructions and spellings displayed for whole lesson.
- Only ask the pupil to read out loud if you know they are comfortable with it.
- Make expectations high for their intellectual stimulation but reasonable for their written response.
- Focus on strengths and interests to increase motivation and self esteem
- Use of ICT where possible

Additional Support and Intervention

If a pupil fails to respond to the above strategies and whole school practice, and their assessment has identified the need for additional support, Hempshill Hall Primary School will aim to provide additional support and interventions, which include one or more of the following:

- Daily differentiated small phonics group in Key stage 1 and lower key stage 2.
- Daily 5 minute box/Precision Teaching/Active Literacy Kit
- 1 to 1 phonics 'catch up' sessions.
- Additional guided reading and individual reading practice.
- Access to specialist 1:1 lesson with a Dyslexia specialist teacher

Partnership with Parents

Hempshill Hall Primary School will take account of, investigate and record parental concerns. Parental opinions and cooperation will be sought at every stage from the early identification of literacy difficulties, the process of assessment, the need of additional interventions and the pupil's response and progress.

The school will seek to maximise support for the pupil by involving parents in their child's additional support and keeping them informed of progress, changes and any difficulties.

Parents will be given a copy of any profiles, reports and assessments carried out. Parents will be able to discuss these with the SENCo, specialist teacher, external support agencies (e.g. Education Psychologist) or class teacher.

Parents will be informed of where they can go for help or support e.g. local dyslexic associations.

A complaints procedure is in place and is available on the school web site.

Role of Outside Agencies

If a pupil is failing to progress despite accessing universal provision, good practice within the classroom and additional specialist interventions, Hempshill Hall Primary School will seek the advice and/or specialist assessment or intervention by outside specialist teachers/consultants. This may include the use of:

Local Authority Learning support team
Local Authority Behaviour support team
MALT CAMHS
Educational Psychologist

This policy complements and supports a range of other policies, including:

- Behaviour Management
- PSHE
- Special Educational Needs
- Disability Equality Scheme and plans
- Curriculum and Teaching

References and Further Help

Special Educational Needs Code of Practice (2014)

Rose Report (2009)

Equality Act (2010)

British Dyslexia Association

Dyslexia Institute

Helen Arkell Dyslexia Centre

International Dyslexia Association

Listening Books (The National Listening Library)

PATOSS (Professional Association of Teachers of Students with Specific Learning Difficulties)



