

Dyslexia

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A Parent Workshop

Monday 13th October 2014

6pm

- What is dyslexia?
- What is school's policy for dyslexia?
- Working in partnership with parents
- Summary
- The positives
- Other SEN issues

What's in store? (Aims of workshop)

- How high is your dyslexia awareness?

- Scores:

18-20 Well done! You are dyslexia aware

13-17 You have a good understanding of many of the issues

8-12 You are beginning to develop your understanding

0-7 There is no failure, only feedback, and only one direction for you to travel – up! You will find out more as the session continues.

What is dyslexia?

- The word dyslexia comes from the Greek dys meaning difficulty and lexis meaning language, hence 'difficulty with words'
- There is evidence to suggest that dyslexia has a biological basis but that environmental factors play a significant role in the ways in which it develops
- In 70% of cases of dyslexia there is a familial link
- Some dyslexics have visual problems that result in visual instability

What is dyslexia?

- Dyslexia is about processing language
 - Dyslexics have difficulty with phonological processing which leads to problems with reading and writing
 - Dyslexia can create the ability to think in multi-dimensions, leading to increased awareness and sensitivity
 - Dyslexia can affect motor skills and the processing, memorising and organisation of information. This will have impact across the curriculum
 - The features of dyslexia do not always present themselves in a consistent pattern. Severe dyslexia is more readily seen in the educational setting
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Pat decided time move life. tired stresses
job dreamed travel guide! world, meet new
people, experience cultures far lands day's
work belief. needed find opportunity new life
world. miracle, day Pat learned travel agency
block home looking travel guide! stop?
Sicily! adventures!

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Pat decided that it was time to move on with his life. He was tired of the stresses in his job and had always dreamed of being a travel guide! To be able to see the world, meet new people, and experience the cultures of far away lands all in a day's work would be beyond belief. He just needed to find the opportunity and his new life would bring him all over the world.

As if by miracle, the very next day Pat learned that the travel agency just a block from his home was looking for a travel guide! First stop? Sicily! And so his adventures began!

- 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 SEN Policy, The SEN Code of Practice guidelines and the good practice at Richard Clarke.
- '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.'

Our school's chosen definition:

- Richard Clarke First School is a Dyslexia Friendly School
- 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

RCFS Policy

- Concerns over a child having possible dyslexic tendencies can come from a variety of sources
- At RCFS all concerns are taken seriously and agreed procedures will apply
- Informing parents, SENCo
- Completing Dyslexia Checklist
- Wave 1 - Dyslexia Friendly Teaching
- Wave 2 - Intervention
- Wave 3 - Individual Education Plan
- Regular reviews
- In very severe cases ECHP/referral for place at Spld Centre

Identification and assessment

- Dyslexia friendly classrooms
- Dyslexia friendly toolkits
- Dyslexia friendly teaching strategies
- Dyslexia friendly text guidelines
- Use of intervention strategies
- Use of specific teaching programmes
- Support from dyslexia friendly TA's
- Dyslexia friendly space for small group support
- Use of specific ICT programmes
- Use of multi-sensory teaching and learning styles
- Strategies to monitor and support the emotional impact
- Regular training for staff and support staff
- Related policies updated to incorporate strategies

Dyslexia Friendly

- Regular brain breaks are useful for giving the brain a rest from work and exercising it with some cross lateral thinking - a strategy useful for all children
- Have a go at this one.....

Brain Gym

A	B	C	D	E	F	G	H	I	J	K	L	M
L	R	L	R	L	L	R	T	L	T	R	T	T
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
L	T	T	R	L	R	L	R	T	T	L	R	T

- Parents are key players in the education of their children and as such are a valuable resource in the support of the dyslexic child in the classroom
- Support programmes involving parents have been found to be most effective where they are systematic, consistent and planned
- Meetings with parents can provide the opportunity to build successful partnerships

Working in partnership with parents

- Physical gross motor and fine motor activities
- Cross lateral activities
- Paired reading
- Taped reading
- Parent reading to child, just for pleasure!
- Nursery rhymes/limericks/poetry
- Memory games such as pairs or snap
- Change the words in a favourite pop song
- Key words
- Vowel search, key word search and alphabet tracking
- Label items in the home
- Tracking games like word searches
- Organisation routines/reminders
- Break down instructions and have reminders

Activities for a home/school support programme

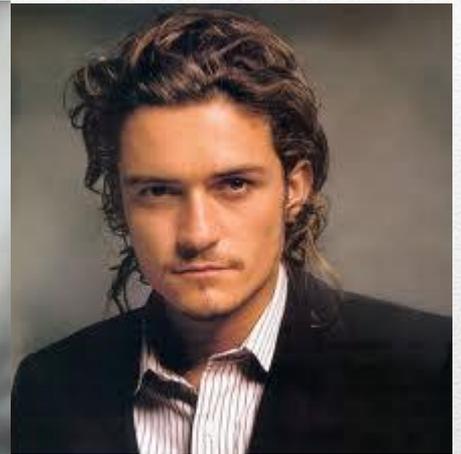
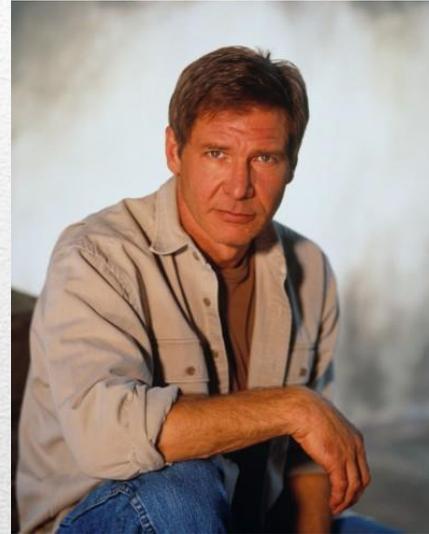
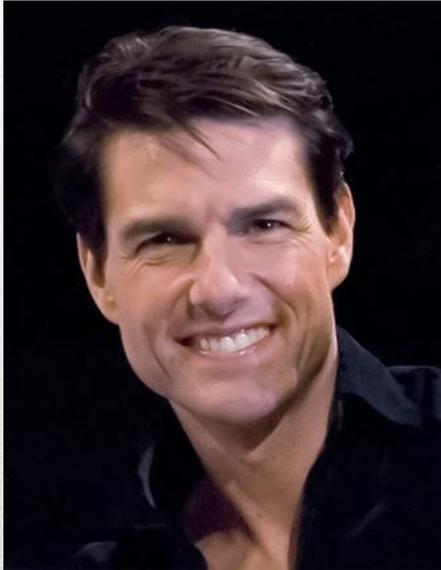
- Dyslexia is a specific learning difficulty that can't be 'cured'
- **Appropriate strategies and support can help the dyslexic achieve**
- **Identification and close partnership's with parents are key**
- Dyslexia Friendly School's initiative continues to enable us to keep learning how to support children with dyslexia

Summary

- Dyslexics often have stronger areas of intelligence in spheres other than language
- They may have particular spatial awareness or artistic or physical skills
- Ron Davis, millionaire, sculptor and engineer - himself dyslexic - calls dyslexia a gift

The Positives

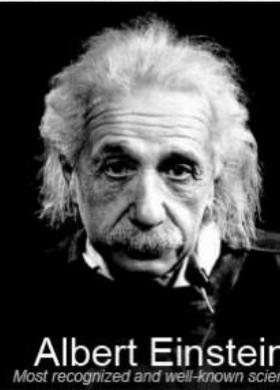
In the worlds of sport, entertainment and business there are many successful people with dyslexia....



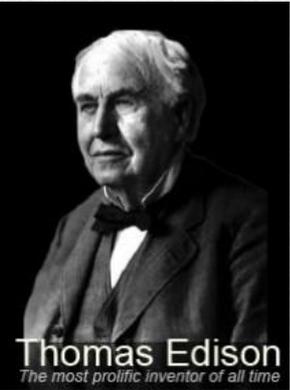
General Patton
Most popular of the American generals



Winston Churchill
One of the greatest leaders in all of history



Albert Einstein
Most recognized and well-known scientists



Thomas Edison
The most prolific inventor of all time

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Other SEN issues

- Identification
- Wave 1 - quality classroom teaching
- Wave 2 - intervention
- Wave 3 - Individual Education Plan
- Possible support from outside agencies

Principles of support

- Make it fun and make it different
- Little and often works best
- Keep in touch with the class teacher
- Use all of your child's senses
- Focus on what your child succeeds with
- Encouragement and praise keeps motivation high

Top tips for home support!

- Thank you for coming and giving up your time!
 - Please could you fill out the questionnaires.
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