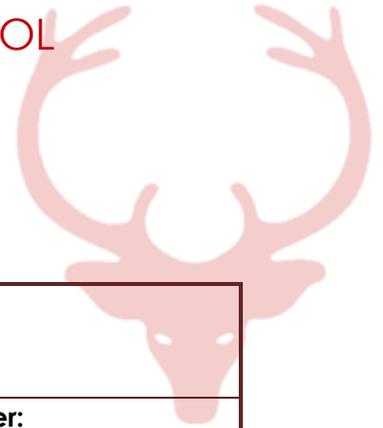


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Policy Name:	DYSLEXIA FRIENDLY	
Policy Author: MRS KAY HANSON	Linked Governor/reviewer: MRS LYNDA FARRINGTON	
Date Approved by Governors: 2 nd February 2015	Related Policies: SEN Equal opportunities Feedback and Marking Spelling English and Maths	
Review Frequency: every 4 years with re verification of DF status		
Date for review: 2019	Statutory or Voluntary (S/V):	V
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Pupil Governors	✓	
Finance/resources Governors		
Standards Governors	✓	
Teaching Staff	✓	
Support Staff	✓	
Lunchtime Staff		
Parents	✓	
Other	Supply staff	



**Richard Clarke First School Policy for the teaching and learning of
children with Specific Learning Difficulties**

SENCO - Mrs Kay Hanson

Link Governor - Mrs Lynda Farrington

Reviewed September 2010

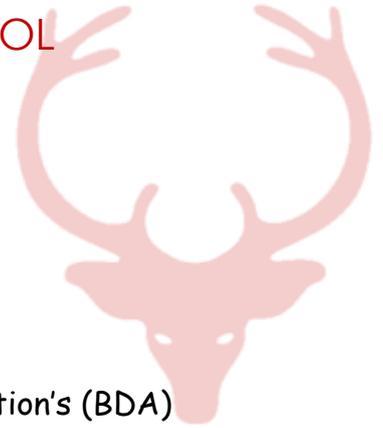
January 2015

Richard Clarke First School is a Dyslexia Friendly School

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 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.'

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; SENSS, 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 Richard Clarke we will take all concerns seriously and apply the following procedures:

Step 1

- *Classteacher to inform parents and SENCO*
- *Class teacher to complete Dyslexia Friendly Checklist (Early Years version in Reception/Y1 and General list from Y1 onwards) by highlighting and rating areas of difficulty*

Step 2

- *If checklist highlights mild tendencies ensure Wave 1 Dyslexia Friendly support and consider Wave 2 intervention*
- *Plan of support may be used to monitor impact of support*
- *If checklist highlights moderate/severe difficulties child will have a SEN Plan of Support outlining Wave 1 strategies*

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of support, Wave 2 intervention and possible Wave 3 IEP 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 the Waves of support including any IEP's and review dates set
- Parents should also be given information regarding Dyslexia and how to help at home and shown where to access information on the Website and from the Staffordshire SEND Family Partnership
- Children should be identified in SEN file and copy of overview of needs to be put in red information file and DF toolkit so TA's/supply teachers etc are aware of their needs

Step 3

- Review children's progress through targets on Plan of Support and/or IEP's and the use of in school assessment procedures eg; reading/spelling ages/maths ages
- If satisfactory progress is being made set new targets and continue to further monitor progress
- If unsatisfactory progress is made and/or concerns have deepened then move to Step 4
- Inform parents and SENCO
- Set review date

Step 4

- Repeat step 3 and if unsatisfactory progress and/or concerns have deepened further refer child to SENSS through SENCO (Proforma for referral Appendix 1). These

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children who are experiencing particular problems, which require more specialist advice, will work with our Specialist Dyslexic Teacher from the SENSS, to establish the level of support required.

- Parents must be consulted and permission obtained in written form

Step 5

- In severe cases children may continue to need a Educational Care and Health Plan (ECHP) or a referral for a place at the Specific Learning Difficulty centre may be applied for

All children experiencing difficulties at whatever stage, who require additional support, will follow the plan, do, review cycle. The Wave model of support will be implemented.

Dyslexia Friendly Classroom

To make all classrooms at Richard Clarke First School Dyslexia Friendly, these are some of the strategies we have adopted;

- All classrooms have a DF Toolkit for teacher's/TA's to use with children with SpLD
- All children on entering Reception Class will have access to a name card
- Some children may have laminated personal time tables, in their book bag, to help them remember when to bring things to school
- There is a large illustrated visual timetable in the classroom, and children are reminded that tomorrow they will need

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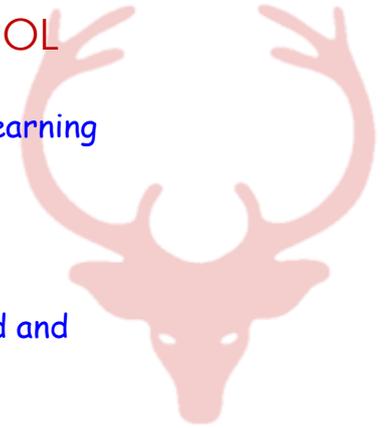
- Key topic words are regularly displayed and access to word banks, tablemats, word cards etc is provided
- Verbal instructions for task completion are limited to no more than two, wherever possible
- Children are regularly asked to repeat/ and or explain in their own words what they have to do
- It is regular practise for all children to explain to their neighbour, or talk/learning 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
- Readers and scribes are routinely used in class to support children with Spld

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
- Alternative methods of recording work are used
- ICT is used where appropriate

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- Pupils will become aware that there are different learning styles
- Brain breaks/pencil breaks are built into the lesson
- Access to all resources /equipment is well organised and child friendly
- Resources are matched to students' specific needs
- Multi sensory techniques are widely used - see Dyslexia book in toolkit



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 etc.)
- Marking is targeted depending on the purpose of the task (see Marking and Feedback Policy 2015)

Fonts & Type

- Use comic sans, arial rounded
- 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

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

Beat Dyslexia

Launch the Lifeboat to Reading and Spelling

FFT

Stile Dyslexia

Toe by Toe

Fuzz buzz Reading Scheme

Wellington Square Reading Scheme

Rigby Star Reading Scheme

Rapid maths

Springboard maths

Bulls Eye Ben

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.



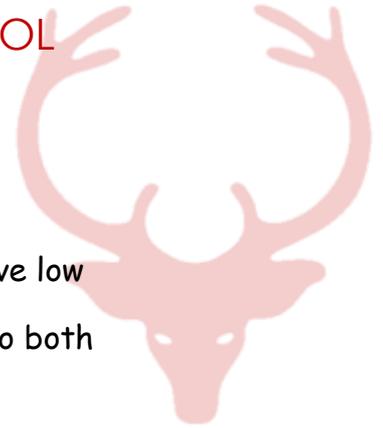
Remembering the key feature of multi sensory teaching is to involve simultaneous input from visual, auditory, oral, tactile and kinaesthetic channels.

Homelearning for pupils with Spld

Homelearning for all pupils is differentiated. Teacher's take into account pupils specific needs when setting homelearning. For example writing homelearning will have flexible deadlines, will be allowed to be word processed, parents are encourage to be scribes and readers, spelling homelearning may be games, teacher expectations will be realistic.

Marking and Feedback

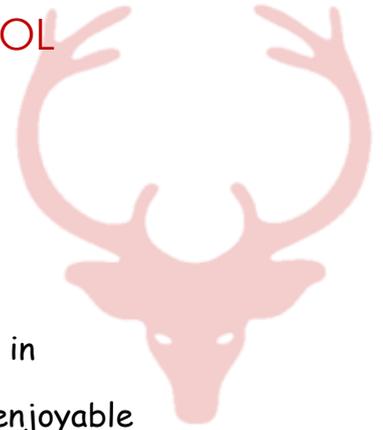
School marking policy is that marking will relate to the learning objective and use of target bubble for all pupils as to next steps to improving their work. Not all spellings will be corrected only a few mistakes that you would expect pupils to know or particular words or spelling patterns that are being learned at that time. (see Spelling Policy 2014) Marking will be colour coded so pupils can differentiate between positive feedback and actions. Pupils with Spld will not have things they find difficult like spelling, handwriting or letter reversal constantly referred to in marking/feedback. All work will have positive feedback and constructive criticism. Pupils will have lots of opportunities to self assess and peer to peer mark their own work. (See Feedback Friends poster's)



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 class summary assessments and 'How do you feel? Posters/charts' and/or worry jars 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
- ASPEN (Additional Support for Pupils with Emotional Needs) TA trained and runs listening drop in for all pupils as required and other pupils with significant needs are targeted for 6 week support programme weekly as required



Using ICT to Support Pupils with SpLD

We as a school recognise the value of computers/iPads in supporting dyslexic children. Computers/iPads 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:

Subscription to Espresso and Education city (cross curricular support and Education city includes pupil tracker)

Launchpad to assist homelearning

APPS on iPads and Launchpad

Photostory to dictate stories

Word to edit

Laptop

Working with parents

- Parents of children with SpLD will be kept informed of their children's progress through termly meetings with class teachers or more if necessary
- SENCO will attend meetings as necessary
- Regular parent workshops will support parents with all aspects of children's learning including supporting children with dyslexia

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- Parents of children with dyslexia will be able to borrow resources and information from school to help them further their own understanding and ways in which to support

All classrooms have a copy of the booklet 'Achieving a Dyslexia Friendly Classroom' produced by Staffordshire County Council SENSS team. As a school we agree to refer to the CD/booklet regularly and apply the advice and strategies in it to our own classrooms and teaching strategies.

