



## Cheadle Primary School

### Dyslexia Policy (Dyslexia Friendly)

At Cheadle Primary School we feel being Dyslexia Friendly gives our staff the support they need to meet the needs of the dyslexic children in our school but also children with other needs, such as phonological awareness, auditory memory, word and information retrieval, fine motor, long and short term memory and sequencing difficulties to list but a few. Strategies and techniques used to support children with their difficulties can also help other children, an example being the dyslexic spelling mnemonics for difficult words, as these can support all children in successfully spelling these words. Dyslexic strategies also embed consistency throughout the school displaying and using the same strategies and methods in each classroom whilst promoting successful learning, self-esteem and building confidence.

We recognise that each individual learns in different ways and therefore utilise dyslexia friendly techniques to develop "... inclusive mainstream strategies which are designed to empower all learners to be the best that they can be." Mackay, N. (2006)

At our school, we feel it is very important to remember that every child can succeed in their own way and all children with additional needs have strengths; dyslexics are often more creative.

Our awareness of having no specific formula to support children is in the forefront of our practice to enable each individual to become a more effective learner through multi-sensory approaches to accommodate all learning styles.

#### What is Dyslexia?

Staffordshire adopts the British Psychological Societies definition of Dyslexia:

'Dyslexia is evident when accurate and fluent 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.' British Psychology Society (1999).

#### Teaching Strategies:

We deploy a range of teaching strategies in our setting to support all children as best we can using a range of resources and methods including mind maps, Talking Tins, pictures, photographs and ICT. In order to build confidence and enjoyment of learning for a dyslexic child, along with the rest of the class, a whole range of methods are used

such as age appropriate and interesting reading books, printing information, simplified where necessary with visual prompts, for the dyslexic child, reducing the amount of work to be copied or read. Interventions are developed to support the needs of each child throughout the year, changing and adapting them as and when needed.

Self assessment is used to allow pupils to express their understanding and request help whilst Success Criteria are used as a check list for achievement. Pupils are encouraged to have regular drinks of water throughout the day and brain breaks are incorporated into lessons. Pupils have access to physical resources to support their learning and all resources are clearly labelled in dyslexia friendly fonts with visual representations. Lessons, learning objectives and success criteria are carefully planned and differentiated to meet the needs of all pupils. Learning objectives and recaps are referred to and used throughout the lesson.

### Dyslexia friendly classrooms

All above features are identified in the learning walk tick sheet that is used once a half term when learning walks are conducted between the Head Teacher and the SENDCO/Dyslexia Co-ordinator. Class teacher is given points to action before to the next learning walk to ensure dyslexic practices are present and then embedded.

All classrooms comply with the dyslexia checklist having the required resources both displayed and available for children to use including a visual timetable, prompts, photographs, pictures and key words on displays around each classroom.

Throughout school we use 'off white' paper and use cursive text or comic sans where possible to ensure that as much of our school life is accessible to those children with difficulties. All documents produced to be displayed around school or communicated to parents have some form of visual prompt to further assist the reader. Staff also use coloured paper for displays and worksheets as an alternative to 'off white' paper.

### Identification and Assessment

Each teacher is responsible for the welfare of the children in their class, including the identification of any difficulties children may encounter, along with their adult support. We use a wide range of assessment tools and if staff feel that more support is required, a conversation is started with the SENCO (Head Teacher) to work out the next steps. Teachers can complete a dyslexia checklist and converse with the Dyslexia Co-ordinator for support about how to progress. If it is felt that more support and intervention is needed, the dyslexia co-ordinator and the SENCO would work together to refer the child for an assessment from SENSS.

SEND Family Partnership information is available for parents to take away from our school reception area, below the office window. This is also available on our school website and has been communicated with parents via the school Facebook page.

This policy links directly to our school SEND policy and the SEND Information Report.