



A Family Guide to Dyslexia

Assessment, Provision and Support at Greenside

2019-20



What is Dyslexia?

Most children learn to read and write with few problems, some need a little extra help to become fluent reader and writers. However, for some the process of reading and writing is too difficult even with appropriate teaching. Underlying problems may affect their ability to develop these skills. Sometimes this can be referred to, particularly by professionals, as ‘Specific Learning Difficulty’ (SpLD) or dyslexia.

At Greenside we follow the Rose definition for Dyslexia:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organization, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.'

The Definition recognises that intervention must have been made. Without this provision it would not be possible to tell if difficulties were ‘persistent and severe’.

Support in School

Greenside has three tiers of support that we can offer to pupils with SpLD

- Universal – available for all pupils in class
- Targeted – small group intervention, usually for a set time approximately 3 times per week.
- Personalised – 1:1 support for a set time each week or daily

At Greenside you might find –

Universal adjustments might include – personal dictionaries; larger font; coloured overlays/coloured text books; paired writing; alternative ways of recording; picture banks and word banks; modelling on the board

Targeted adjustments might include – SENIT phonics; Key word Readers; Clicker 7; working memory programmes; Nessy; Handwriting SHINE, text2speech; Claro; dragon dictation

Personalised adjustments might include – SENIT phonics, 1:1 Support – scribe; Pen Grip support; Jelly and Ben; Key Word Reders 1:1; Alphabet Arc; Word Wasp/Hornet

What can you do?

1. Communicate with school as much as possible – share concerns and successes!
2. Book an eye text and hearing test for your child to rule out any difficulties
3. Help complete home learning and special games to support specific SpLD needs
4. Help promote a positive image – these books might help...

Tom's Special Talent – Kate Gaynor

Dyslexia and my Superpower – Margaret Rooke

Dyslexia Explained – Mike Jones

YouTube – 'See Dyslexia Differently' <https://www.youtube.com/watch?v=11r7CFIK2sc>

Glossary

Phonological Awareness – is thought to be a key skill in early reading and spelling development. It is the ability to identify how words are made up of smaller units of sound.

Verbal Memory – this is the ability to remember a sequence of verbal information for a short period of time

Verbal Processing Speed – This is the time it takes to process and recognise familiar verbal information, such as letters and digits.

Co-occurring difficulties – Dyslexia and many other learning difficulties do not always occur in isolation. It is common for an individual to have difficulties in other areas of learning.

Intervention – This is a timed set of sequential lessons aimed at supporting pupils to reach specific targets.

SpLD – The term ‘Specific Learning Difficulty’ (SpLD) refers to a difference or difficulty that people have with a particular aspect of learning. Dyslexia is a type of SpLD.

SENIT – Special Educational Needs Inclusion Team – a group of teachers working for the Local Authority to support schools and individuals with SpLD.

Useful Links

Leeds City Council, Complex Needs, SENIT Team – 0113 3951039

Leeds SEND Information Advice Support Service – 0113 3951200

Dyslexia Alliance Yorkshire – 07380633826

British Dyslexia Association – 0333 4054555

SENCO –Mrs Hair – 0113 257 4509 or find me on the playground each morning from 8.45 am