



Greenside Primary School

Dyslexia/SpLD Policy

Written by E Hair

Adopted from the Leeds Dyslexia Policy for schools

Introduction

This policy is to supplement the SEN policy and considers children with a specific difficulty in literacy (SpLD) or have diagnosed dyslexia.

Greenside Primary School is committed to ensuring that all children, irrespective of disability or learning difficulty, are able to access appropriate inclusive and differentiated teaching approaches. The aim is always to raise achievement.

This policy reflects our duty under the New Code of Practise for Special Educational Needs (2014) and under the Equality Act (2010)

Reading and writing has a key role in accessing information and demonstrating knowledge throughout school life. As a school we recognise that any difficulty in developing such skills can seriously affect pupils' learning, confidence, self-esteem and engagement with school.

Definition

'Dyslexia' is derived from the Greek and mean literally 'difficulty with words or language'. There is no one agreed definition of dyslexia and, despite considerable research, the findings regarding the numbers of pupils and causes of dyslexia vary widely.

In June 2009, Sir Jim Rose published a report on SpLD (dyslexia). This contained advice and support to British schools around identifying and teaching children and young people with SpLD (dyslexia). Rose's definition of dyslexia has been endorsed by leading researchers, practitioners and charities throughout the UK. The report set out guidelines to support schools in identifying and teaching children and young people with dyslexia and literacy difficulties.

Rose summarised dyslexia as follows:

- 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.'

Not all children with literacy difficulties will be identified as dyslexic. The term 'dyslexia' is applied, following an assessment by a suitably qualified professional. In this policy we use a broader term SpLD (Specific Learning Difficulty) to encompass a spectrum of needs which may or may not be later identified as dyslexia.

How do we support children with specific difficulties?

The SEND Code of Practice (2015) requires schools to undertake a cyclical process of Assess, Plan, Do and Review for pupils with SEND. This includes pupils with dyslexia, both with or without a diagnosis. Schools are expected to provide a staged process of support that is appropriate to the pupil's level of need.

The Role of the class teacher

- To provide an environment which incorporates techniques and strategies recommended for the teaching of pupils with SpLD.
- To choose appropriate learning objectives which challenge and support all pupils
- To manage access strategies and vary teaching styles to support the unique learning profile of each child.
- To work with parents to keep them informed of the strategies and approaches being used.
- To liaise with colleagues, e.g. SENCo's and external professional to ensure that practise and provision is appropriate.

The role of the Special Educational Needs Co-ordinator (SENCo)

- To co-ordinate provision for children with Special Educational Needs including those with SpLD.
- To advise on curriculum access to quality first teaching and remove barriers to learning.
- To monitor and evaluate progress of children with SpLD, ensuring appropriate interventions are in place if required,
- To work in partnership with parents.
- To remain up to date in current approaches to support children with SpLD and contribute to staff training.
- To identify children who may meet criteria for additional funding.

The Role of the Head Teacher

- To promote a positive ethos of inclusion within school and community,
- To keep the Governing Body fully informed and work closely with the school's SENCo and their team.
- To oversee adequate provision of resources for children with SpLD based on needs and curriculum access.
- To monitor effective teaching and learning for children with SEN, including SpLD, with the Senior Leadership Team.
- To ensure teaching and non-teaching staff have access to good quality training to support their understanding of Specific Learning Difficulties.

UNIVERSAL SUPPORT

Quality First teaching is a phrase often used to describe the universal offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Here, the teacher is expected to make creative adaptations to classroom practice and use support strategies to enable children to learn inclusively and meaningfully alongside their peers. The SEN Code of practice emphasises the importance of schools taking a proactive approach in supporting pupils within quality first teaching and adopting school policy to emphasise dyslexia friendly practice.

TARGETED SUPPORT

Some pupils may require more consistent input through targeted support to improve their skills in spelling, reading, handwriting or written expression. These are often time limited group interventions, designed to increase rates of progress and put children back on course to meet or exceed national expectations. The progress of pupils who receive targeted support should be regularly monitored in school.

Examples of targeted support for pupils on the dyslexic continuum include:

- . Small group phonics sessions using a multisensory, dyslexia friendly structure
- . Cued Spelling
- . Nessy

- . Rapid Phonics
- . SENIT Phonic programmes
- . Word Wasp
- . Units of Sound
- . Key Word Readers/Alphabet Arc

PERSONALISED SUPPORT

For some children, Personalised Support is the most appropriate way to help pupils make progress. The intervention may be similar to pupils receiving targeted support but delivered as a 1 :1 to ensure that the programme is more closely tailored to the individual.

Personalised Support Involves :

- . Ensuring the pupil is on the school's SEN register (If they are not already on)
- . Formative and diagnostic assessment to indicate level of need and identify starting points for provision.
- . Individual IEP or provision map
- . Whole class differentiation to learning objectives and teaching styles
- . Additional support from specialists (when difficulties persist)
- . Units of Sound
- . SENIT Phonic programmes
- ' Jelly and Bean Reading Intervention
- . SENIT Reading fluency programmes
- . Toe by Toe/Word Wasp
- . MSL Structured Literacy Programme
- . Nessy

The Role of the Local Authority

Local authority Advisors have a key role to play in supporting schools in their provision for children and young people with SpLD. This includes staff training, advice around appropriate provision and developing capacity within schools.

If a child meets the criteria for involvement from our advisory services, school may request an individual consultation. When a child has a more complex profile of needs, he/she may be seen by an Educational psychologist.

Private Assessment

Parents may choose to have a private Educational Psychologist assessment that may result in an identification of dyslexia along with recommendations for intervention. These recommendations can be discussed in school. Many of these recommendations may already be in place in our classrooms through inclusive differentiated classroom teaching and evidence based interventions and we would strive to meet the needs of all learners.

Funding

Identification of dyslexia does not attract additional funding through the local authority or through the school. School may be able to obtain top-up funding for Inclusion if he/she meets the criteria.

Appendix 1 – Useful Contacts

Leeds City Council, Complex Needs Service

SEN Inclusion Team (SENIT) & Educational Psychology Team

Adams Court,
Kildare Terrace,
Whitehall Road,
Leeds LS12 1DB
0113 3951039

Leeds SEND Information Advice Support Service (formerly known as Parent Partnership service)

Technorth,
9 Harrogate Road,
Leeds LS7 3NB.
0113 395 1200
Email: Education.pps@leeds.gov.uk
Website: www.leedsparentpartnership.co.uk

Dyslexia Alliance Yorkshire (DAY)

www.dayonline.org.uk

Telephone – 07380633826 (See below for an overview of services)

British Dyslexia Association

The British Dyslexia Association
Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, Reading RG12 7BW
Tel: 0333 405 4555

Helpline: 0333 405 4567

<http://www.bdadyslexia.org.uk/>

Leeds and Bradford Dyslexia Association (LABDA)

www.labda.org.uk See website for contact/ helpline details

CanChild <https://canchild.ca/en/diagnoses/developmental-coordination-disorder>

A website to support parents and children with Developmental Coordination Disorder (DCD)
