



"Striving, Supporting, Inspiring, Succeeding"

ST STEPHEN'S JUNIOR & INFANT SCHOOLS



Supporting learners with literacy difficulties (including Dyslexia) Policy

This policy should be read and used together with the school's Special Educational Needs and Disability (SEND) policy

REQUIRED REVIEW FREQUENCY		ANNUALLY
NEXT REVIEW DATE		JANUARY 2022
VERSION	APPROVED BY	DATE OF APPROVAL
3	Curriculum	13 January 2021

KEY CHANGES: Date changes only.

Approved by

Position: Chairman, FGB SSIS

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St Stephen's Infant School and St Stephen's CE (VC) Junior School are committed to equality using the nine characteristics in the Equality Act 2010. The Act is designed to make sure everyone is treated fairly.

You can find out more about it by visiting:

www.legislation.gov.uk/ukpga/2010/15/section/4<http://www.legislation.gov.uk/ukpga/2010/15/section/4> to outline how children at St Stephen's Infant and St Stephen's Junior School would be identified and supported with literacy difficulties, including Dyslexia.

Purpose of this Policy:

To explain, especially to parents, teachers and children at St Stephen's Infant and St Stephen's Junior Schools how we identify and support children with literacy difficulties, including Dyslexia.

Our aims:

We believe every child should be able to learn our curriculum. To make sure this happens, we aim to make sure that literacy difficulties are identified early so we can put the right support in place.

How will we do this?

- We will provide all children with ways to learn which are shaped to meet their needs. To do this we use something called 'Quality First' which is a way of teaching which brings out the best in every child (see page 3 for more information).
- We regularly measure literacy progress for all children in order to check for any gaps in learning and to work out whether anyone is in danger of falling behind.
- We will always try to put effective support in place for any child experiencing literacy difficulties as early as possible.
- When we put extra literacy support in place for a pupil, we monitor this support to make sure it is working. If we need to, we change and improve the support as we work out what works best.
- We will always talk to parents about your child's progress and what you can do at home to provide further support, if appropriate.
- We listen to the child to make sure that their views help us to put the best possible support in place to help them make progress.

Literacy difficulties

Literacy difficulties can manifest in reading, writing, spelling, speaking and listening or a combination of any of these areas. These difficulties can potentially impact on learning across the curriculum. We would consider a child to be presenting with literacy difficulties if they were not making progress in these areas and/or not meeting age-related expectations. Literacy is built upon language and all children will have varying experiences of language which sets them at different



starting points. However, there may be more specific reasons affecting a child's ability to acquire literacy skills such as:

- Global developmental delay
- Poor hearing or vision
- Poor short term or working memory difficulties
- Specific learning difficulties
- Poor spoken language
- Poor attention

The school's graduated response would endeavour to identify potential barriers and implement strategies to support the child in these areas.

Dyslexia

Visit <http://www.dyslexiaaction.org.uk/what-dyslexia>)

Dyslexia is a Specific Learning Difficulty (SLD) that 'primarily affects the skills involved in accurate and fluent word reading and spelling' (taken from The Rose Review, 2009). Although there are characteristic features of Dyslexia, it is a continuum with no clear cut-off point where each individual can present differently with strengths and difficulties in varying areas such as:

- Identifying and manipulating sounds in words for reading and spelling
- Retaining verbal information
- Sequencing/ordering information and/or events
- Processing verbal information
- Visual memory, tracking and processing

Dyslexia occurs across a range of intellectual abilities and is not related to race or social background. Dyslexic areas of difficulty remain with an individual throughout life however the teaching and learning of support strategies should enable individuals to achieve and succeed.

Quality First provision

Both Teachers and Teaching Assistants receive regular training in the effective teaching of literacy and how to include and support all learners. Most pupils with literacy difficulties and Dyslexia will have their needs met through 'differentiation'. This is the way that a Class Teacher will plan to ensure that lessons are accessible to all pupils and the strategies and/or resources they will implement to personalise this provision. Examples of this could be:

- Pre-teaching of vocabulary
- Print-outs instead of expectations of copying from the board
- Different methods of recording (e.g. ICT, spoken presentations, mind mapping)
- Chunking of information into smaller sections
- Use of talk partners
- Visual supports to accompany verbal/written information
- Word banks and writing frames
- Teachers effective use of ICT to incorporate media clips/graphics



- Use of coloured backgrounds on worksheets and whiteboard slides
- Meaningful displays to provide prompts

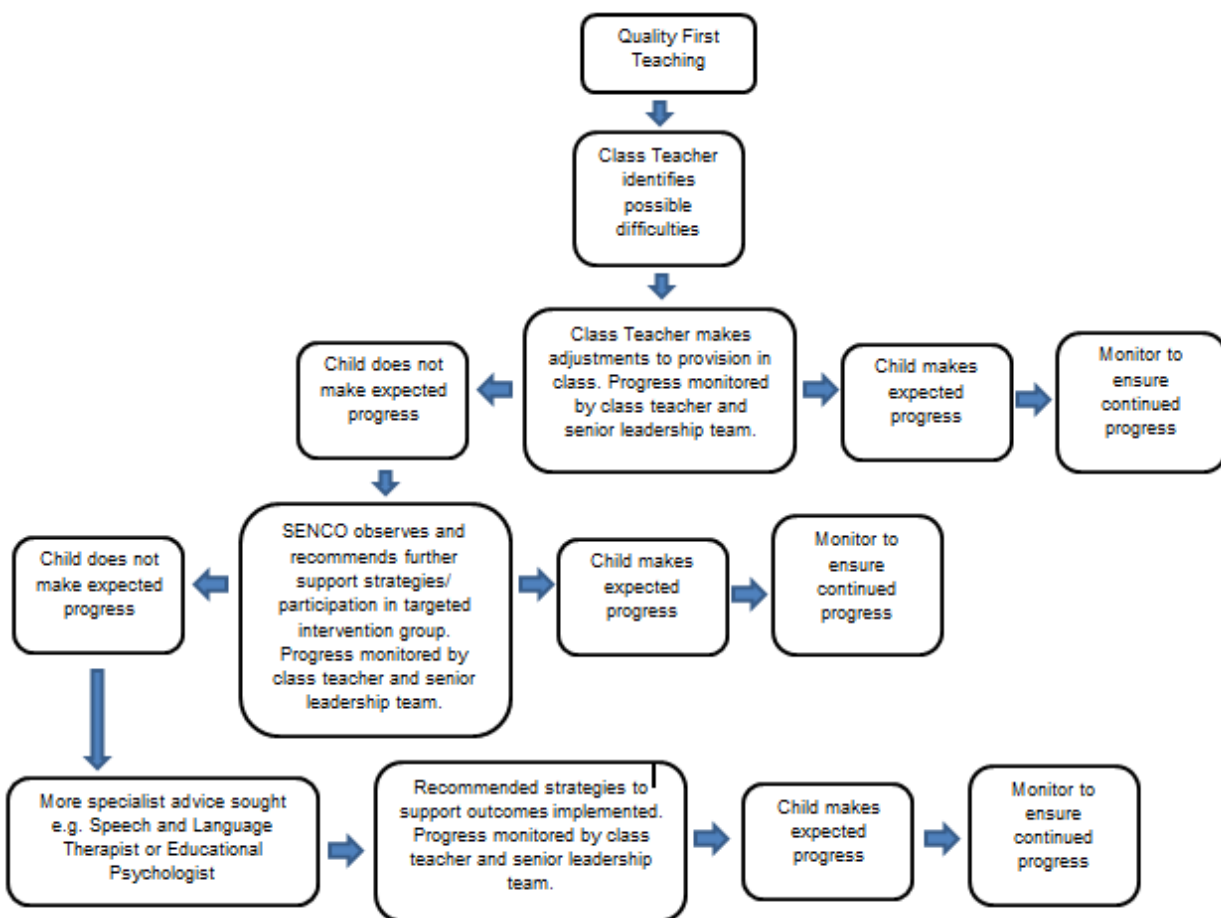
In addition to this, there are daily lessons that are dedicated to the explicit teaching of reading and spelling skills.

Additional support

Some children will require additional support over and above the differentiated Quality First provision in the classroom. This may be in the form of pre-teaching (preparing a pupil for learning that will be happening later that day) or over-learning (revisiting something taught previously for consolidation). It may also be through planned interventions that target specific skills. Interventions are time-limited (approximately 8 weeks) and have clear entry and exit criteria in order to monitor the impact of the intervention and a child’s progress carefully. If your child is part of intervention groups, the class teacher will be able to discuss this with you at parent’s evening.

Identifying when a pupil is experiencing literacy difficulties

The flowchart below explains the process by which a child would be identified with literacy difficulties, including Dyslexia. At all stages of the process, parents would be fully involved and consulted with and, where appropriate, the child’s voice sought and acted upon.





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Where can I find out more information?

The class teacher in the first instance will be able to answer any questions or concerns that you have regarding your child's learning. Lynsey Lowrie (SENCO at St Stephen's Junior School) and Anna Cornelius (SENCO at St Stephen's Infant School) are also happy to meet with you to discuss further.