



Dyslexia Friendly School Policy

2023-2025

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Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and occasionally number and calculations. Short term memory skills may also be an accompany weakness for dyslexic learners, along with sequencing and the speed at which they process information. These skills are vital to ensure effective learning in a busy classroom, and more importantly essential life skills. We recognize that a child's self-esteem and confidence goes hand in hand with successful learning.

Acknowledging dyslexia as a 'specific learning difference' places the focus onto how lessons are planned, resourced and taught. Also, on the way teachers are supported through school policy, practice and ethos. In dyslexia- friendly schools the focus has changed from establishing what went wrong with children in order to make them 'better', to identifying what is right in the classroom in enhance the effectiveness of learning.

At Heatherley Primary school, we aim to be a Dyslexia Friendly School. It is our intention to support children to achieve their potential regardless of any reading, spelling, writing or any other traits commonly associated with dyslexia.

To achieve this, we will carry out screening tests to identify children with dyslexic tendencies, regardless of whether the child is on the SEN register. We will use the Notts LA screening toolkit or BPVS 111 and the Dyslexia Portfolio with parents' consent. Thereafter, support will be put into place where necessary. If we feel the child may have visual stress, we will preform a visual stress assessment, this will then determine if the child will require a specific colour overlay.

We aim to embed dyslexia friendly teaching across the whole curriculum in order to meet the needs of all learners by employing visual, auditory and kinesthetic techniques alongside speaking and listening activities. When appropriate, alternative methods of recording will be used and where reading and writing is planned, children with dyslexic traits will be given the appropriate support. Work will be marked to the subject objective and to the child's personal reading or writing target.

Guidelines for identifying, screening and assessing children with dyslexic traits

Dyslexia is suspected – traits are noticed by someone working with the child. It may be useful to gather background information from school/ parents. Notts screening folder has appropriate questionnaires.



Possibility of child having some dyslexic traits is discussed by teacher to parents/ carers. Consent is required for screening to take place. Dyslexic lead is informed and will complete screening at an appropriate time. Results of screening/ strengths/areas for development sheet will be completed. **NB. Screening is not an official assessment of dyslexia and the phrase 'dyslexic traits' should be used.**



Results of screening will be discussed with parents by class teacher/ person who completed the screening. Parents will be given a written copy of results. Screening paperwork will be put in SEN folder if child is on SEN register, uploaded to CPOM or on Teachers one drive if not. Copies of results are given to class teachers via CPOM and teachers one drive. The child will be added to screening register by CR or ER, regardless of the result.



Progress of child will be monitored using a range of assessment tools as per whole school monitoring and assessment. Possibility of access arrangements for SATs should be considered, particularly in Year 5 and 6. Specific interventions assessed for all children with dyslexic traits will be completed on the intervention tracker and assessed by future teachers/support staff.



In some cases a more detailed assessment may be required by the parents.
SENCO to liaise with parents/ carers in regard to this.



All children with dyslexic traits to be invited to a half term intervention – Lateral Explorers (Ran by CR and LR) to boost confidence and discuss the strategies used throughout school. Assessments of which methods of support are effective to be discussed with the children.
All parents/ carers to be invited to the parents group (once termly) to discuss their views and ideas of any future support from school.

Identification of traits of dyslexia during KS1 and foundation stage.

Although we do not screen until the children are 8 years old, at Heatherley we aim to investigate and assess any traits of dyslexia early in the child's education. Any traits are checked and recorded on the Dyslexic Traits checklist form (Eleven traits to be observed and on several occasions before handover) and reported to SENCO, for future assessments.

Traits such as:

Short term memory

Long term memory

Processing and retrieving words and information

Phonological awareness

Sequencing or rote learning

Auditory memory

Spatial awareness

Direction – left and right

Organisation

Fine motor skills

These should all be recorded and passed on to SENCO and future teachers/ support staff. Young children with dyslexia may not be easily identified, particularly in the years before they start to learn to read. Though there may be indications such as difficulties with phonological awareness, these may be signs of developmental differences rather than dyslexia. Early assessment of children help to establish their strengths and weaknesses and allow appropriate support to be put in place. Teaching, extra support, implementation of structured programmes, observations and assessment, need to be implemented over time in order to establish if the needs are persistent. Formal assessments are not appropriate at early ages.

Dyslexia Friendly Classrooms

It is our aim that our school building remains dyslexia friendly. Our classrooms are arranged so that during lessons dyslexic children sit facing the board and next to supportive peers. Teachers to ensure all labels are in letter join font, having pictures and symbols as well as words. We aim to use colour tint background on interactive whiteboards as well as having coloured paper for worksheets, letters, information and displays. Teachers also aim to have a well- organised and tidy classroom to ensure the children know where to find the resources to help them.

Marking and assessment

Staff are mindful of managing the needs and self-esteem of dyslexic children in their marking and feedback. Where a child has known difficulties or Dyslexic tendencies, then teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focused upon a small number of high frequency or key words.

Contact details

Should parents/carers wish to contact school relating to our Dyslexic policy and procedures, the office email is office@heatherley.notts.sch.uk. Appointments can be arranged to discuss this further with our SENCO Mr. T Herring.

Mrs. James – Head teacher

Mr. Herring – SENCO

Miss. Rick – Dyslexia lead TA

Mrs. Robinson- Dyslexia lead TA