

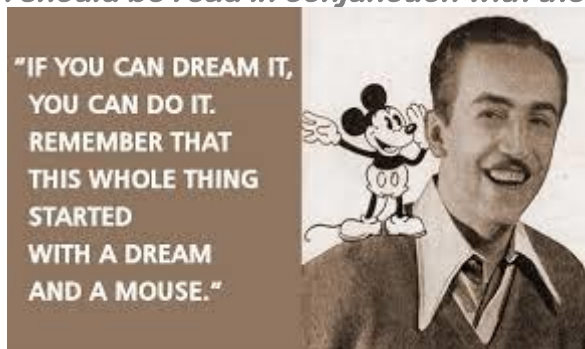


Barkisland CE (VA) Primary School
WE BELIEVE, WE NURTURE, WE SUCCEED!

Barkisland CE (VA) Primary School

Managing Dyslexia and Dyslexic Tendencies in school

Note: This information should be read in conjunction with the school's SEND Policy.



Walt Disney

What is Dyslexia?

The British Dyslexia Association's definition:

Defining Dyslexia

In 2009 Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of 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 organisation, 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.’ In addition to these characteristics, the BDA acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process.*

Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

Dyslexia occurs despite quality first teaching, and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above average intelligence. Approximately 1 in 10 of children within the UK have Dyslexia or Dyslexic Tendencies.

Typical traits of Dyslexia and Dyslexic Tendencies in pupils

Throughout their school careers a dyslexic child may:

- Appear bright and able, but can't get their thoughts down on paper;
- Have areas in which they excel, particularly in drama, art and debating;
- Be clumsy;
- Become withdrawn and isolated, sitting at the back and not participating;
- Be able to do one thing at a time very well but can't remember an entire list;
- Look 'glazed' when language is spoken too quickly;
- Go home exhausted at the end of a normal day because they have had to put so much effort into learning;
- Be bullied.

Primary school children may show:

- a poor sense of direction and confuse left and right;
- difficulty tying shoe laces and dressing;
- a discrepancy between receptive and expressive language;
- short-term memory limitations, for instance, finding it hard to remember arithmetic tables, the alphabet or classroom instructions;
- pronounced reading difficulties.
- *Not all dyslexic children will present with these issues.*

Specifically look out for:

- hesitant or laboured reading
- omitted lines or repetition of the same line – loss of place in the text
- muddling words that look alike, e.g. 'no' and 'on', 'for' and 'off' and 'was' and 'saw'
- difficulties in saying multi-syllabic words
- problems understanding what they have read.

Difficulties with writing and spelling.

Errors might include:

- a disparity between written and spoken language
- messy work, for example, curled pages, crossings out and badly set out
- handwriting that looks heavy and laborious
- confusion of similar letters, like 'b' and 'd', 'p' and 'q' and 'w' and 'm'. Resulting in bizarre spelling
- the same word spelt differently in the same piece of work, such as 'more', 'mor' and 'mro'.
- Confusion between upper and lower case letters, and concepts of letter name and sound
- *Children with dyslexic tendencies and dyslexia may also surprise you, as in all other ways they are bright and alert, often artistic and creative.*

Principles for managing Dyslexia and Dyslexic Tendencies

Early Identification and Provision

Early identification is key in supporting children with Dyslexia or Dyslexic tendencies to enable them to reach their full potential. The school's policy for assessment and identification of children's special needs is set out in the SEND Policy. It will generally be a child's classteacher who will recognise the early signs of dyslexia and as a result arrange for suitable provision, in liaison with the Inclusion Manager. Parents and carers also need to be aware of the difficulties their child is encountering. Indeed, it may be their initial concerns that have alerted the teacher. From Year 3 upwards it is increasingly common that Dyslexic Tendencies will become more apparent within a child.

Assessment will include: background information, pupil interviews, classroom observation, data tracking, book scrutiny, APP and AfL.

Action taken is guided by the school's SEND Policy, the SEN Revised Code of Practice, and the available school resources. It may include all or some of the following:

- Appropriate differentiated planning by the class teacher.
- An Individual Education Plan.
- Support from a Teaching Assistant, under the guidance of the class teacher and/or the Inclusion Manager. This maybe support within class or as an intervention depending on the individual needs of the child.
- Interventions may include some/all of the following practices; Precision Teaching, Toe-By-Toe and Beat Dyslexia.
- Regular reviews to determine progress and evaluate effectiveness of support with the child's classteacher, parents and Inclusion Manager where required.
- Additional advice from a member of the Education Support Services where needed.
- Consultation with or referral to the Educational Psychologist if required.

Access to the mainstream Curriculum:

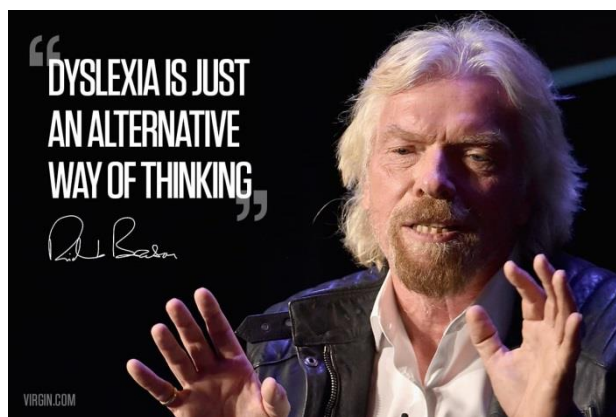
Everybody has an individual learning style. Children who have dyslexia and dyslexic tendencies process information, particularly the written word, slower than other people. Understanding how they learn best, and being flexible enough to adapt teaching approaches, are vital factors in enabling dyslexic children to learn effectively in the classroom.

At Barkisland CE (va) Primary School we ensure that:

- Pupils with dyslexia have access to the full, broad and balanced curriculum.
- All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subjects which they teach and co-ordinate. School staff receive regular up-to-date training in all aspects of the National Curriculum.
- Staff use multi-sensory techniques to facilitate learning. This may include; visual prompts, ICT, voice/video recordings and concrete resources for pupils to access.
- Pupils access the curriculum through differentiated tasks, outcomes and resources.
- Staff produce learning materials that are dyslexia friendly.
- Staff adopt a flexible approach to teaching – *“If a child can’t learn the way we teach, maybe we should teach the way they learn.” ~ Ignacio Estrada.*

Partnership with Parents

Here at Barkisland Primary School we encourage parents to share their concerns and recognise that parental anxiety is very often justified. We welcome information parents have regarding their child. In addition we share information with parents about the measures that are being taken to address the child’s difficulties and ensure that parents understand the system (the Revised Code of Practice, role of staff, support services and funding system). Finally, we ensure that parents are involved in the target-setting process, the ISP and the review of the targets set which occurs every term.



*Written by: Tara Speight Feb 2019
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