



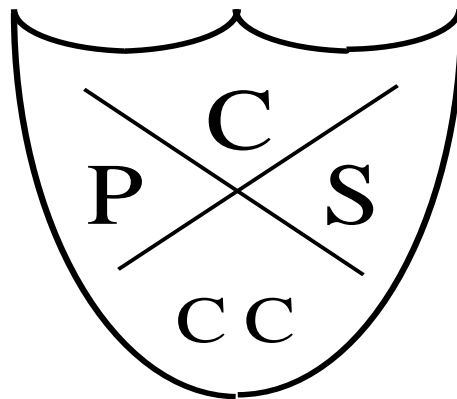
Crosshouse Primary

and

Communication Centre



CROSSHOUSE
PRIMARY SCHOOL



&
COMMUNICATION
CENTRE

Policy Statement

Dyslexia

February 2017



Rationale

“All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.” SOEID (1998): Professional Practice in Meeting Special Educational Needs (A Manual of Good Practice). These principles are reflected in both the Additional Support for Learning Act 2004 and the Curriculum for Excellence.

All staff at Crosshouse Primary & Communication Centre are committed to ensuring that the additional support needs of pupils with dyslexia and other literacy difficulties are met, leading to successful inclusion of these pupils thus allowing them to achieve their potential.

Dyslexia Scotland defines dyslexia as:

“a continuum of difficulties in learning to read, write and/or spell, which persists despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.” *Dyslexia Scotland 2011*

At Crosshouse Primary & Communication Centre we recognise that although dyslexia cannot be cured, many of the barriers that dyslexic learners face can be overcome. Each individual child and young person with dyslexia will have his/her own individual combination of strengths and difficulties and it is our duty to harness the strengths and help pupils to utilise them to their full capacity while also helping them to overcome the difficulties they may encounter.

One person in ten is thought to be dyslexic with 4% of the population believed to be severely dyslexic. In order to meet the needs of dyslexic pupils, as well as other pupils experiencing literacy difficulties, we aim to be dyslexia aware and vigilant while ensuring that every class provides a dyslexic friendly environment.

Making appropriate provision is a whole school responsibility and this policy should make clear how it will meet the needs of the children / young people with dyslexia.

Aims

To facilitate and encourage:

- Whole school awareness of what dyslexia is and how we can support it.
- Whole school responsibility for supporting children / young people with literacy difficulties including dyslexic difficulties.
- Empowerment of teachers to meet the needs of all their pupils.
- Dyslexia friendly learning environments.
- Early identification of children /young people at risk of developing literacy difficulties and appropriate intervention strategies suited to meet individual’s needs.
- Confidence and consistency in using the Staged Intervention Model embedded within East Ayrshire’s Dyslexia Guidelines.
- Effective monitoring and tracking systems to record pupil’s literacy development.
- Effective networking for sharing and celebrating good practice.
- CPD opportunities for staff.
- Resilience in pupils.
- Development of children / young people’s empathy and awareness towards dyslexia.
- Positive and effective parent / carer partnership.

Key Principles of Good Practice

- Whole school responsibility for supporting children / young people with dyslexia.
- A positive ethos towards dyslexia is evident throughout the school.
- Staff are able to identify and respond to the unexpected difficulties that a dyslexic learner may encounter and make best use of their tracking systems and the data available to them through Assessment is for Learning approaches.
- The focus is on the premise of early identification and intervention of children / young people at risk of developing literacy delay or difficulty.
- Appropriate intervention is implemented at the earliest possible opportunity and in the least intrusive manner.
- There is a zero tolerance of failure and staff are proactive when pupil's targets are not met.
- Individual differences in learning styles are recognised and harnessed to ensure equality of access to the curriculum through appropriate individual planning and differentiation.
- Full involvement of pupils in discussion of their additional support needs and progress is encouraged.
- Parents / carers are invited to be active partners in their child's education.

Roles and Responsibilities

We recognise that it is every teacher's responsibility to provide an appropriate curriculum, accessible to all pupils, that allows each individual to learn and progress. Responsibility for meeting the additional support needs of dyslexic pupils is the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. School staff should be able to demonstrate:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils in their class.
- Utilisation of a range of appropriate teaching and learning programmes that match the range of abilities of all pupils in their class, within the curricular framework of the school.
- Monitoring and tracking of pupil's progress using school procedures taking due account of the difficulties experienced by dyslexic pupils when assessing progress.
- Commitment to reducing barriers to learning and, where required, providing appropriate and timely interventions or alteration to the learning and teaching environment to meet all pupils' needs.
- Awareness and understanding of dyslexia including
 - o learning differences associated with it that may cause difficulties or barriers to learning,
 - o an understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary,
 - o acknowledgement of the very severe difficulties that some dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy, and
 - o understanding that there is no quick fix or cure for dyslexia and that supporting the dyslexic pupils may be a long uphill struggle for teachers.

Familiarity and confidence in following East Ayrshire Dyslexia and Literacy Difficulties Assessment Guidelines.

- Support to parents / carers in understanding and addressing concerns.
- Contribution to and involvement in the monitoring, tracking and review of pupil's ILPs taking into consideration parents / carers and pupils views.
- Understanding that dyslexic pupils may
 - o persistently underachieve because of dyslexia
 - o misbehave or use illness as a coping mechanism to mask difficulties
 - o deliberately underachieve and/or associate with slower learners or disaffected pupils in order to save themselves from being embarrassed by the effects of their dyslexia in the classroom - image is important to many pupils and they may not want to appear different from peers for fear of rejection.
- Anticipate difficulties and stress arising from the impact of dyslexia on organisational and short-term memory by working together with parents / carers and pupils themselves to develop strategies to deal with problems concerning e.g. :
 - o Copying down homework at the end of the lesson.
 - o Sending home notes and newsletters.
 - o Relaying verbal messages.
 - o The amount or type of homework.
- Willingness to ask for advice and support and access to relevant CLPL where required.

ROLES

ASN Co-ordinator:

- Be dyslexia aware.
- Be knowledgeable of and confident in following East Ayrshire Dyslexia and Literacy Difficulties Assessment Guidelines.
- Collate the gathering of evidence and monitor progress when pupils are going through the staged process of assessment and identification for dyslexia.

Class teachers:

- Be dyslexia aware.
- Be knowledgeable of and confident in following East Ayrshire Dyslexia and Literacy Difficulties Assessment Guidelines.
- Support parents / carers in understanding and addressing concerns.
- Provide appropriate and timely interventions or alteration to the learning and teaching environment or approach to meet all pupils' needs.
- Monitor and track pupil's progress using school procedures.
- Contribute to and be involved in the monitoring, tracking and review of pupils ILPs
- Be aware of and take into consideration parents / carers and pupils views when planning.

Classroom Assistants:

- Be dyslexia aware.
- Be familiar with East Ayrshire's staged intervention process for identifying and supporting dyslexia.
- Have access to information relating to the needs of pupils they are supporting.
- Liaise with class teachers to provide an effective support role within the classroom utilising appropriate resources and agreed strategies suitable to the pupil (s).

ACCESS TO ADDITIONAL SUPPORT**EAST Core Support**

The 5 roles of the Support teacher (as described in the SOEID 1994 EPSSEN document) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

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|----------------------------------|---|
| 1. Tuition | providing direct teaching for pupils (small groups or individuals). |
| 2. Co-operative Teaching | EAST staff can support the work of the class and class teachers by targeting assistance in a planned way to pupils experiencing barriers to learning but also by enriching the overall quality of teaching and learning. |
| 3. Consultancy | Liaising with school staff and other agencies e.g. educational psychologist. |
| 4. Providing specialist services | EAST support staff can provide services to individual pupils e.g. supporting transition and its curriculum, identification and assessment of dyslexia, family support etc. |
| 5. Staff development | Contribution to the enhancement of colleagues professional development through seminars; case conferences; delivering courses and providing information about dyslexia, barriers to learning and how the learning and behaviour of dyslexic pupils might be dealt with effectively. |

Role of the Educational Psychologist

The role of the Educational Psychologist is to offer advice and intervention to children / young people, parents / carers, schools, the Education Service, and partners in the assessment, identification and educational planning for pupils with dyslexia.

This may include working:

- o with staff in reviewing assessment methods and evidence of dyslexic difficulties.
- o at school level in validating Assessment Arrangements, as per Scottish Qualifications Authority (SQA) guidance.
- o at authority level and nationally in contributing to and ensuring that there is appropriate and effective policy and guidance, including research and development.

Identification, Assessment, intervention and Evaluation

If a pupil has dyslexia this may severely affect their ability to learn and just as every child / young person is different, so every dyslexic child / young person is different. Therefore it is our duty to ensure that all children / young people's needs are met and action is taken to help ensure that they become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

It is the responsibility of all who work with children / young people to respond appropriately to their needs and this includes recognising early signs of difficulties and adapting learning and teaching approaches to assist and support them. Where it is evident that such early intervention strategies are not having an impact and dyslexia is suspected, we will investigate this further to ensure pupils have their needs met.

The Supporting Children's Learning Code of Practice (2005) requires Education Authorities to publish information about policies and arrangements to identify ASN and to make provision for additional support for each pupil identified. Identification of dyslexia is set out clearly in East Ayrshire Dyslexia and Literacy Difficulties Assessment Guidelines which follow a Staged Intervention as described above. This model provides a framework which includes systems for planning and review, clear documentation and close parental and pupil involvement.

"... assessment is seen as the ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances. The purpose of assessment is ultimately to help identify actions required to maximise development and learning" (Code of Practice, Ch 3, Para 3.1).

The purpose of assessment is to help identify actions needed to overcome barriers to learning and maximise learning. This is an integral part of the teaching and learning process and is supported by information from parents / carers and other agencies. It identifies and builds on strengths while taking account the difficulties that can be encountered with additional support needs. It assumes negotiated sharing of information.

At Crosshouse Primary and Communication Centre we will identify children and young people with additional support needs through arrangements for assessing learning and monitoring the educational progress of ALL children and young people. This will build on the Staged Intervention process.

Making Appropriate Provision

Although children / young people with dyslexia may need additional targeted support, there are many ways in which teachers can help them – and other children / young people - in their mainstream or Communication Centre classroom. Minor adaptations to day-to-day practice can make a significant difference and help ensure that they are learning effectively.

Seating & Grouping

- Check that each child / young person can hear and see you, the board and visual prompts clearly.
- Seat the pupil where you can make eye contact and provide support quickly.
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills.

Information / Instructions / Organisation

- Give children / young people 'thinking time' to process information and respond appropriately.
- Make instructions short and simple. Break them down into small manageable steps.
- Explain and present information many times in various ways (pictures, flow charts, diagrams).
- Ask children / young people with dyslexia to repeat instructions back so you can check their understanding.
- Display prompts and reminders about what to do, where to find things, useful words.
- Label equipment - always keep this in the same place, indicate items when mentioned.
- Provide desk-top mats/jotter inserts e.g. alphabet, word banks, prompts and personal targets.
- Provide - and demonstrate how to use practical aids e.g. calculator, number/tables squares.

Memory

- Use multi-sensory teaching approaches to help ensure that information is absorbed and stored.
- Teach a range of strategies to help children/ young people learn letter-sounds and spelling rules.
- Many children / young people with dyslexia are kinaesthetic learners (they learn by doing). Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall.

Written Work

- Encourage alternatives to writing - respond by drawing or dictating/recording answers.
- Check children / young people's learning by requesting non-written responses - draw, act out, sing, dictate answers.
- Limit writing demands and give sufficient time to complete written work.
- Ensure that keyboard skills are taught - encourage the use of a computer.
- Provide planning formats/writing frames/cloze activities/story skeletons for extended writing.
- Teach children / young people how to use mind maps, spider webs, bullet points, flow charts, ICT software.

Marking

- Mark work in a positive way.
- Develop a code with your pupils for marking errors. Using a cross or red pen to highlight errors may not be the best way – lightly underline or use a dot.
- Try to explain errors made by pupils with dyslexia – where possible mark their work with them present.
- Specify what will be marked - content, spelling, technical skills or presentation and mark only that. (WILF / Success Criteria)
- Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future.
- Use specific labelled praise – say what you are praising – include effort as well as attainment.
- Avoid public humiliation, give individuals constructive feedback privately.

Reading

- Match reading resources to an individual's reading ability, ensuring it is age appropriate.
- Encourage the use of books in audio/digital format to support individual access to texts.
- Teach the use of key words, highlighting, colours and images to help remember information.
- Highlight the main points in text to support comprehension, prediction and recall.
- Teach key vocabulary for new topics – use flash cards, word mats, posters/ word walls.
- Ensure child / young person is comfortable reading aloud – unless planned/prepared in advance.
- Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence.

Board Work

Limit the amount of reading/copying from the board. Give copies of notes/examples.

- Use coloured markers for board work. Try some of the following strategies:
 - Set the Smart board background on a colour – beige, blue
 - Shade white boards to eliminate glare/reflections
 - Write different items in different colours
 - Number or mark the start and end of each line/topic clearly.

Adapted from www.dyslexiascotland.org.uk

HOMEWORK

We aim to regularly consult with parents / carers regarding homework to ensure children/ young people are gaining the appropriate benefits from the homework set with the minimum stress. Consultation will include discussion around the purpose of homework, the standards expected, the amount of time that should be spent on it, etc.

Where required, individual consultations will take place to discuss how much input is generally required by them as well as strategies or techniques they find effective for their child.

In addition, we issue pupils with a homework diary/jotter which outlines the homework set and allows a two way communication between school and home.

TRANSITION

Transition for all pupils can be a particularly stressful time, and, for children / young people with dyslexia it can pose additional worries and concerns; therefore we aim to make each transition as smooth as possible.

When children are moving between primary classes, additional time will be allocated for meetings between class teachers to discuss the individual children with dyslexia and literacy difficulties to pass on information on how their needs can be best met.

During P6 & P7, an enhanced transition programme will be in place for those children / young people with dyslexia to gain knowledge of the Support for Learning staff and facilities at our associated Secondary School. This will also allow the pupils to meet with others across the learning community who may have similar dyslexic difficulties.

Where another Secondary School is chosen, liaison can be arranged with the appropriate staff to ensure sharing of information and continuity of support where possible. All individual profile information will be transferred. Dyslexia at Transition is a resource on DVD ROM, which was sent to all Scottish schools by the Scottish Government during the 2007-8 session. This resource, produced by Moray House School of Education, is used to support our transition programme providing an interactive consultative transition kit for relevant pupils at P7 transfer. Through this we aim to encourage proactive rather than reactive support strategies.

MONITORING AND EVALUATING

All teachers should be continually monitoring and evaluating progress and adapting provision where appropriate. Class teachers in conjunction with the ASN co-ordinator (in consultation with EAST personnel if applicable) are responsible for writing, monitoring and evaluating SMART targets in Action Plans and ILPs. Pupils and parents / carers views are integral to this process and as such consultation will take place both formally and informally.

Parent/ Carer Partnership

The Education (Additional support for Learning (Scotland) Act 2009, encourages the strengthening of relationships with parents / carers and their involvement in working with schools and local authorities in order to best meet the needs of all children and young people. It also promotes the need to involve parents / carers in planning and decision making processes.

At Crosshouse Primary and Communication Centre we aim to maintain an open line of communication with parents / carers through regular newsletters, our school website and bi-annual parent's evenings. Where there are concerns about a pupil's literacy progress we aim to involve parents / carers in discussion from early on to support their own understanding of what difficulties their child is experiencing, what the school is doing to address this, and how they can best support their child at home.

All parents / carers should be able to access:

- Clear and accessible information about the teaching of literacy.
- Information on Additional Support Needs including identification and assessment procedures.
- Information on local authority policy and practice on the curriculum.
- Information on school policy and practice on dyslexia and the curriculum as a whole.
- Confidential opportunities to discuss their concerns at an early stage.
- Information on how best to support children / young people at home.
- Information on where to find additional quality information.
- Information on Primary – Secondary Transition supports.

In addition, parents / carers of children with identified ASN concerns should have the following available:

- Clear information on which school staff they should speak to.
- Regular updates on their child's progress.
- Consultation in the planning and evaluation of Action Plans / Individual Learning Plans.
- Information on the role of EAST staff in school, as relevant.
- Information on the role of the school Educational Psychologist.