**Patna Primary School,**

**Supported Learning Centre and**

 **Early Childhood Centre**

****

**Dyslexia Friendly Schools Policy**

**March 2019**

 “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, 2009 and the Curriculum for Excellence.

**What is Dyslexia?**

'Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist 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, 2009)

At Patna Primary School, SLC and ECC all staff have a major role in ensuring that the additional needs of pupils with Dyslexia are met. The curriculum provided should contribute to the successful inclusion of these learners and to raising their attainment.

**Principles**

* We adhere to the principles and practice outlined within East Ayrshire’s Dyslexia Support Pack.
* The school encourages positive parent-school relationships with parent views being acknowledged and respected.
* Pupil progress is monitored and where necessary the East Ayrshire dyslexia and literacy assessment process is set in motion.
* Teachers have received training in the identification and assessment of dyslexia. Training is ongoing through a calendar of CPD activities.
* Assessment leads to targeted provision in terms of planning, resources and personnel. Pupils and parents are part of the target-setting process.
* Classrooms are dyslexia-friendly environments with a wide range of appropriate strategies being employed. Each with access to a DFS support box.
* Within class, evidence of learning is recorded in the most appropriate format by the individual child e.g. mind maps / scribed work.
* The school works in partnership with relevant disciplines such as Speech and Language therapists.
* Teachers take account of pupil self-esteem and make accommodations such as the use of tinted paper, not reading aloud in class, marking for content and not spelling when writing stories.
* All staff follow the school marking code to ensure consistency for all pupils throughout their school career.
* AiFL strategies complement specific dyslexia friendly strategies to ensure that the pupil with dyslexia finds planned learning to be stimulating and motivating, whilst reducing the fear of failure.
* Staff discuss pupil progress knowledgeably and continue to seek ways in which parents can be involved within the dyslexia-friendly school.
* Primary and receiving secondary colleagues will work together to ensure smooth transition for learners.

**Whole School Responsibilities**

* Recognise the range and diversity of the learning preferences and styles of all pupils.
* Select appropriate teaching and learning programmes that match the range of all abilities, within the curricular framework of the school.
* Be aware of the learning differences related to dyslexia that may cause difficulties.
* Understand that pupils may underachieve because of dyslexia.
* Aim to reduce barriers to learning linked to the delivery of the curriculum.
* Use a variety of assessment methods including mind maps, flow charts, story boarding and practical activities.
* Arrange for assessments that reflect the additional support usually provided.
* Understand that dyslexia is developmental in nature and pupils may present difficulties at different stages.
* Be aware of problems concerning:
	+ Copying down homework at the end of the lesson.
	+ Sending home notes and newsletters.
	+ Relaying verbal messages.
	+ The amount or type of homework.
* Develop a shared understanding that supporting pupils with dyslexia may be a long process.

**Roles and Responsibilities**

**ASN Co-ordinator**

* Ensure that resources in the school, including staffing, are distributed appropriately.
* Monitor the review process for children in the Stage Intervention system.
* Monitor and evaluate the school’s provision for pupils with dyslexia, and collaborate in leading whole school support and training initiatives.
* Help staff be aware of the diverse nature of dyslexia, and the range of appropriate support strategies available including relevant technology.
* Liaise closely with parents over support and curricular issues.
* Identify appropriate alternative assessment arrangements in collaboration with teaching staff and pupils.
* Involve parents and pupils regularly in review and planning procedures.
* Liaise with the school’s Educational Psychologist.

**EAST (East Ayrshire Support Team)**

* Provide direct teaching for pupils with dyslexia (small groups or individuals).
* Support staff to support the work of the class by targeting assistance in a planned way to pupils experiencing barriers to learning but also by enriching the overall quality of teaching and learning.
* Liaise with other agencies, e.g. educational psychologist.
* Provide information about dyslexia, barriers to learning and how the learning and behaviour of pupils with dyslexia might be dealt with effectively.

**Classroom Teachers**

* Consult with the EAST staff if there is a concern.
* Develop pupils Child Plan and monitor the effectiveness of strategies.
* Collaborate over any alternative assessment arrangements.
* Ensure that appropriate strategies as described in whole school responsibilities are embedded in the everyday curriculum and class context.

**Psychological Services**

* Develop effective school based identification, assessment, intervention and monitoring procedures for dyslexia.
* Provide background knowledge of theory and practice to support intervention.
* Collaborate with classroom teachers or pupil support staff in relation to assessment, planning and intervention for pupils with the most complex and persistent dyslexic difficulties.
* Advise children and their parents where appropriate.

**Assessment**

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 and other agencies. It identifies and builds on strengths while taking account of ASN. It assumes negotiated sharing of information. At Patna we will identify most children and young people with additional support needs through the arrangements for assessing learning and monitoring the educational progress of **ALL** children and young people. This will build upon the Staged Intervention process. Below is the assessment process which Patna will follow in accordance with East Ayrshire.

1. Concerns raised
2. Decide appropriate assessments
3. Assess
4. Analyse Assessment
5. Devise intervention plan based on assessment
6. Share targets with child
7. Adapt curriculum, environment and/or staff practice
8. Assess ongoing progress to targets
9. Review

This is a continuous process.

**Partnership with Parents**

Support from, and for parents should be fostered at the earliest opportunity, i.e. the ante pre-school and pre-school stage from when the child is first enrolled. This should determine whether any concerns have been raised about their child and whether there is any known family history of dyslexic tendencies. Staff should be pro-active in contacting parents about any concerns they might have. Parents should be able to discuss any concerns they have about their children’s progress, at any stage, with the staff involved.

For further information and support parents should be directed to:

* **Dyslexia Scotland**

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

For dyslexia related questions and information call 0844 800 84 84

helpline@dyslexiascotland.org.uk

* **ENQUIRE** the Scottish advice service for additional support for learning **0845 123 2303**

info@enquire.org.uk

* **RESOLVE: ASL** if mediation services are required

0131 222 2456 <http://www.childreninscotland.org.uk/html/documents/0A5RESOLVEA5new_Layout3.pdf>

**Arrangements for the evaluation of this policy**

It is essential that all of the issues addressed throughout the document be regularly reviewed to ensure that:

* The school’s dyslexia policy is clearly understood by all staff.
* The most effective use is made of all resources.
* There is a consistency of approach.