**Glencairn Primary School**

**Literacy Consultation Process Policy**

**June 2021**

**What is Dyslexia?**

It is estimated that 1 in 10 people have dyslexia. Dyslexia exists in all cultures and across the range of abilities and backgrounds. Dyslexia often runs in the family. There is no ‘cure’ but lots of practical things can help overcome some of the barriers it presents. Dyslexia is a learning ‘difference’, which means that the brain can approach things in a different way to other people. Dyslexia can affect the way people communicate, and is different for everyone. It is not just about reading and writing and it has nothing to do with intelligence. Dyslexia is classedp as a disability under the Equality Act.

**The Impact of Dyslexia**

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment. Dyslexia can impact one, or more than one of the following areas;

* Oral Language Skills
* Organisational ability
* Number skills
* Auditory and/or or visual processing of language-based information
* Phonological Awareness
* Sequencing and Directionality
* Reading Fluency
* Short Term and Working Memory

**The Impact of Unidentified Dyslexia**

The impact of unidentified dyslexia can result in;

* Low self esteem
* Stress
* Behavioural Problems
* Underachievement

**Introduction**

The purpose of this policy is to raise awareness of Dyslexia and the impact it can have on our learners. In addition to this, the policy will ensure teaching staff are aware of the Literacy Consultation Process within the school. Pupils with any of the sustained difficulties, as mentioned above, may be recommended to begin the Literacy Consultation Process . It is important that staff have clear procedures to follow in order that pupils who present these difficulties are identified and supported effectively throughout their educational journey.

**Aim**

The following procedures will ensure that pupils demonstrating literacy difficulties will benefit from early identification (from P3), appropriate intervention and targeted effective teaching. Identification should be based on those pupils who are ‘not on track’ for areas of literacy and where progress has only been made as a result of much additional effort/instruction/interventions over a sustained time. Dyslexia may be suspected, and therefore, the Literacy Consultation Process may be recommended.

**Literacy Consultation Process Procedures**

Where a teacher/parent feels that a pupil is experiencing significant literacy difficulties due to possible dyslexia, please begin to gather and collect evidence. This is extremely important to build a profile about the pupil.

* Pupils identified - begin to gather and keep evidence (can be from P1-2)
* Pupils identified (P3 upwards) – names to Literacy Coach (Formal)
* Possible Recommendation to begin the Literacy Consultation Process
* If recommendation is accepted, parent is then contacted
* Parent questionnaire sent home or a phone call (if parents struggle with literacy too)
* Request for Assistance to Educational Psychologist
* Begin to add information to Dyslexia Profile - gather evidence (assessments/observations/classwork over time)
* Literacy Consultation Meeting to take place with SMT, teacher, Ed Psychologist and parents
* Collaborative decision to be made on diagnosis of Dyslexia
* Paperwork sent to parents
* Paperwork added to Pupil Profile Record
* Dyslexia diagnosis to be added to Health section of Seemis