

Symington Primary School

Policy Statement - Dyslexia

2012



Dyslexia Friendly Schools Policy Statement – Symington

"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.

All staff at Symington Primary School have a major role in ensuring that the additional needs of pupils with dyslexia are met. The primary curriculum provided should contribute to the successful inclusion of these pupils and to raising their attainment.

Dyslexia is a learning difference that may impinge on the pupil's ability to read, write and spell. Memory, speech, maths, motor and organisational skills may also be affected with the pattern of difficulties being different in every child. Contributing features such as ability, motivation and learning style will affect learning outcomes.

We recognise that some pupils may require additional support over short periods of time whilst others may have more significant problems learning to read and write fluently. These pupils may be described as having specific learning difficulties which may be attributed to being on the dyslexia continuum.

Key Principles on which good practice is based.

- We adhere to the principles and practice outlined within South Ayrshire's Dyslexia Support Pack 2010
- The school encourages positive parent-school relationships with parent views being acknowledged and respected
- Pupil progress is monitored and where necessary the Staged Intervention Process is set in motion. Early identification is the norm.
- Teachers have received training in the identification and assessment of dyslexia, with South Ayrshire's Dyslexia Checklist being routinely used. 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.
- Within class, evidence of learning is recorded in the most appropriate format by the individual child e.g. mindmaps / 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.
- AiFL strategies complement specific dyslexia friendly strategies to ensure that the dyslexic pupil 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.

Partnership with Parents

Support from, and for parents should be fostered at the earliest opportunity, ie 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.childrenscotland.org.uk/html/documents/OA5RESOLVEA5new_Layout3.pdf
- Local advocacy services are also available if required, please contact Children's Services Manager (ASN and GIRFEC) for further details.

Whole School Responsibilities

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

- Recognition of, and sensitivity to, the range and diversity of the learning preferences and styles of all pupils.
- Selection of appropriate teaching and learning programmes that match the range of all abilities, within the curricular framework of the school.
- Awareness of the learning differences related to dyslexia that may cause difficulties.
- Understanding that pupil may persistently underachieve because of dyslexia.
- Knowledge that many dyslexic pupils use misbehaviour or illness as a means of coping.
- Willingness to ask for advice and support.
- Commitment to the need to reduce barriers to learning linked to the delivery of the curriculum.
- Variety of methods used for assessment including mind maps, flow charts, story boarding, and practical activities.
- Acknowledgement of the very severe difficulties that dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy.
- 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.
- Taking account of the difficulties experienced by dyslexic pupils when assessing progress. Make arrangements for assessments that reflect the additional support usually provided.
- Awareness that image is all important and anything different from peers is often rejected, resulting in many dyslexic pupils deliberately underachieving and associating with slower learners or disaffected to save themselves from being embarrassed by the effects of their dyslexia in the classroom.
- 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:
 - 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 there is 'no quick' fix or 'cure' for dyslexia and that supporting the dyslexic pupils may be a long uphill struggle for teachers.

Roles

The Pupils Support 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.
- Support class teacher in the writing of IEP.
- 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.

Pupil Support

The 5 roles of Pupil Support (as described in the SOEID 1994 ESPEN document, SEED 2002) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

- **Tuition** - providing direct teaching for pupils with dyslexia (small groups or individuals).
- **Co-operative Teaching** - support staff 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.
- **Consultancy** - liaising with other agencies, eg educational psychologist.
- **Staff Development** - providing information about dyslexia, barriers to learning and how the learning and behaviour of dyslexic pupils might be dealt with effectively.

Classroom Teachers

- Consult with the Pupils Support staff if there is a concern.
- Develop pupils IEP 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 Service

Psychological services work at authority, school and cluster level:

- To develop effective school based identification, assessment, intervention and monitoring procedures for dyslexia.
- To provide background knowledge of theory and practice to support intervention.

- To work collaboratively with classroom teachers or Pupil Support specialists in relation to assessment, planning and intervention for pupils with the most complex and persistent dyslexic difficulties.
- To give appropriate advice to children, and their parents where that is 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 Symington we will identify most children and young people with additional support needs through their arrangements for assessing learning and monitoring the educational progress of **ALL** children and young people. This will build upon the Staged Intervention process. Pupil Support staff can select from a range of assessment tools, both electronic and paper based, to investigate whether dyslexia is present. (See Assessment Toolkit, Appendix 2 South Ayrshire Dyslexia Support Pack, Lexion).

Arrangements may include:

Initial Steps

- Review of pupil's educational history and results of any standardised tests previously administered.
- Class teachers asked to complete the dyslexia indicator checklist and pass on samples of work. (Appendix 1, South Ayrshire Dyslexia Support Pack).

Further Investigation

- If dyslexia indicators are present and the results of preliminary investigation show inconsistencies and a pattern of strengths / difficulties, further investigation may be considered.
- Parents / carers should be contacted to inform them of the concerns and to ask them for their support / permission to investigate a possible dyslexic profile.
- Parents should be asked to consider the need for an eye test or a hearing test where appropriate.
- Parents may also be asked to complete a questionnaire or checklist.
- Classroom observations may be completed to evaluate dyslexic behaviours.
- Dyslexia Screening Test may be administered.

Feedback

- If the results of assessments indicate that a pupil fits a dyslexic profile, ASN Co-ordinator should provide details to the pupil, parents and teacher with suggestions for appropriate support strategies.

Monitoring and Evaluation

- Pupil progress should be monitored carefully.

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.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, written consultation, profiling of pupils and using 'Performance Indicators' from "How Good Is Our School".