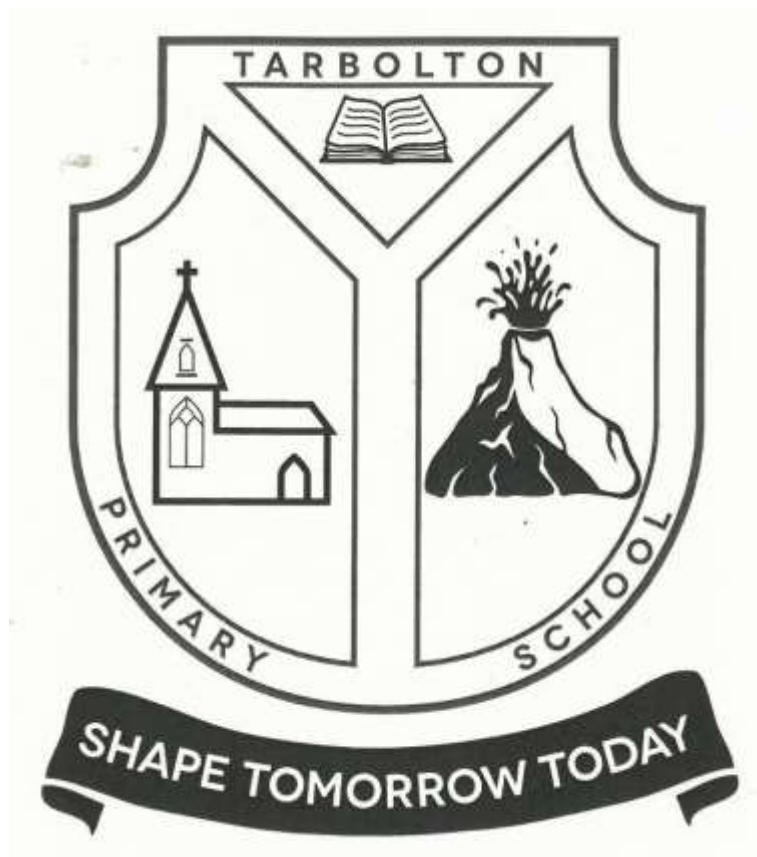


Dyslexia & Inclusive Practice Policy



Updated August 2020

Rationale: “Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.”

(Curriculum for Excellence: Literacy Across Learning Principles and Practice, p.1)

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

The Scottish Dyslexia Definition (Addressing Dyslexia, 2017) is:

“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.”

One person in ten is thought to be dyslexic to some degree and of this one in four may be severely dyslexic.

We aim to make every classroom within Tarbolton Primary School & Early Years Centre “Dyslexia Friendly and Inclusive” and that a variety of learning styles are considered and planned for individuals, in order to deliver high quality learning and teaching experiences for all.

Article 12 We have the right to say what we think should happen and be listened to

Article 19 We have the right to be looked after and kept safe from harm.

Article 28 We have the right to learn and go to school

Article 29 We have the right to become the best we can be

Article 31 We have the right to relax and play



Being a values-led and Rights Respecting School underpins this whole school policy and we believe that this will promote dyslexia and inclusive practice and develop successful, responsible citizens for the future.

AIMS OF THIS POLICY

- To ensure early identification of children at risk of developing learning difficulties and the implementation of appropriate intervention.
- To ensure an accurate description of the young person’s difficulties is obtained through a variety of assessment strategies.
- To ensure equality of access to the curriculum through appropriate individual planning and differentiation.
- To outline the recognition of the effective role which parents may play in partnership with schools.
- To outline the need for full involvement of young people in discussion of their difficulties and progress.

RESPONSIBILITIES

Senior Management Team / Pupil Support Coordinator

- Have procedures in place to ensure early identification.
- Work jointly with the class teachers to identify the nature of the child’s difficulty and his/her areas of strength.
- Monitor children and young people’s progress through Staged Intervention.

- Monitor and support class intervention strategies.
- Where necessary, and in collaboration with the class teacher, be responsible for the preparation of Staged Intervention Plans with specific outcome and identified support strategies and for supporting and/or monitoring their implementation.
- Access and co-ordinated input from other professionals e.g. Educational Psychologist, Speech and Language Therapy, Occupational Therapy etc where appropriate.
- Ensure that parents have access to information on the child or young person's progress and are enabled to support the learner effectively.
- Ensure staff have access to appropriate CLPL opportunities and are kept up to date with current developments in dyslexia.

Class Teacher

- 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.
- Be aware of the patterns of development that may indicate a specific learning difficulty, in particular at transition from nursery to Primary 1.
- If necessary, implement within class, initial supports via a differentiated programme and teaching/learning strategies based on the class teacher's ongoing evaluation.
- Collaborate with the cluster pupil support teacher (CPST) where necessary and prepare a Staged Intervention Plan, listing appropriate long term strategies to support identified needs and implement SMART outcomes.
- Consult with the CPST and parents where problems are prolonged, resistant to intervention and/or associated with behavioural changes.
- Assist children and young people to access information about the nature of their needs and strengths.
- Be familiar with authority and national guidelines including the SAC Literacy Strategy 2018 and the Addressing Dyslexia Toolkit.
- Participate in CLPL opportunities around literacy and dyslexia.

CSPT Teacher

- Be aware of the patterns of development and attainment which may indicate dyslexia.
- Be aware of the school's policy and practice on dyslexia and of local and national guidelines.
- Liaise closely with the school Pupil Support Coordinator.
- Support the class teacher with a range of appropriate identification strategies.
- Assist with the preparation of Staged Intervention Plans where appropriate.
- Where advice is sought, support class teachers with differentiation of the curriculum.
- Support children and young people as individuals or in small groups, as considered appropriate by the school management team / Pupil Support Coordinator.

Educational Psychology Service

- Working with individual pupils and the staff who support them, in contributing to the assessment process and giving advice on learning approaches.
- Reviewing assessment methods and evidence of dyslexic difficulties with staff as well as providing staff development and training.
- Working with parent groups, voluntary organisations and other bodies in ensuring shared understanding of up to date developments in approaches to literacy, numeracy and other matters relating to dyslexia.
- Working at authority level and nationally in contributing to and ensuring that there is appropriate and effective policy and guidance, including research and development.

Parents

- To discuss with school any concerns they have regarding their child's progress
- Contribute in an honest and timely fashion with school staff as a dyslexia profile is developed
- To support their child at home with homework/home learning tasks identifying any barriers to learning and altering school staff to these.
- To work with class teachers and their child to agree targets and content of staged intervention paperwork

IDENTIFICATION, ASSESSMENT, INTERVENTION AND EVALUATION

- Making appropriate provision is a whole school responsibility and this policy should make clear how it will meet the needs of the children with Dyslexia.
- Identification, Assessment, Intervention and Evaluation is set clearly in the context of South Ayrshire's Revised Assessment and Intervention Guidelines for Dyslexia. This model provides a framework which includes systems for planning, review, clear documentation and parental and pupil involvement.

PARTNERSHIP WITH PARENTS

Assessment should be a collaborative process which involves parents/carers and the learner as fully as possible at every stage of the process. When assessment and planning is carried out, the parents/carers and the young person should be informed and involved in decision making as much as possible.

- Children and young people as well as their parents/carers feel that they are being listened to and their views are valued.
- Parents and carers are informed of all the support their child receives. Where possible, the child/young person should be fully involved in discussions about what support they would benefit from and have their views listened to.
- Parents/carers as well as children/young people where this is possible, are provided with information on what assessment and support means within the 'needs led' Scottish educational context – the 'label' of dyslexia is not in itself required in order for resources or support to be made available for learners. Equally, the label of dyslexia can be very valuable to the learner and their family in terms of the learner's sense of self and understanding from others.
- Local Authority staged levels of intervention are followed and information on the process is made available to the parents and carers.
- Sources of advice and support are shared for example, Enquire and Dyslexia Scotland.
- Effective consultation takes place with parents and the child or young person, including participation in meetings.
- Staff should be pro-active in contacting parents about any concerns they might have.
- Guidance for parents is issued in relation to children and young people's learning through offering information and strategies on how they can also support their child at home including the use of digital technologies.
- Staff work in partnership with parents to ensure support with homework completion and to offer helpful ideas on home routines and organisational skills.
- School website contains up-to-date information on how we will support children and young people who have dyslexia.
- Resources to support parents of children and young people who have dyslexia are actively promoted to parents through the distribution of flyers, school newsletters and on the school website. Resources to support parents can also be found in our community library.
- For further information and support, parents should be directed to: Helen Ross – Depute Head Teacher & Key DFS support person.

ASSESSMENT AND IDENTIFICATION

The Supporting Children's Learning Code of Practice (2005) requires EA to publish information about policies and arrangements to identify ASN and to make provision for additional support for each pupil identified.

"...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, Ch3, paragraph 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 and other agencies. It identifies and builds on strengths while taking account of ASN. It assumes negotiated sharing of information.

At Tarbolton Primary and Early Years Centre, 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.

ASSESSMENT PROCESS

Pupil Support staff can select from a range of assessment tools to investigate whether dyslexia is present, both electronic and paper based.

Arrangements may include:

Initial steps

Review of pupil's educational history and results of any standardised tests previously administered. Class teachers are asked to complete the dyslexia indicator checklist and pass on samples of work or any assessments completed contained within the South Ayrshire Assessment Framework.

FURTHER INVESTIGATION

- If dyslexia indicators are present and the results of the 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 and permission to investigate a possible dyslexic profile. Parents / carers must sign the permission slip to document their consent prior to child undertaking the GL Screener assessment.
- 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

- Parents / carers will be contacted to arrange a visit or telephone call to share assessment results.
- If the results of assessments indicate that a pupils fits a dyslexic profile, ASN Co-ordinator will provide details to the pupil, parents and teacher with suggestions for appropriate support strategies.
- Parents sign and date copies of both the Parent and Teacher reports.

MONITORING AND EVALUATION

- Pupil progress should be monitored carefully.

PUPIL PROFILING

- All pupils with dyslexia should have a profile containing:
- Child's background information and Child / young person's information.
- Summary of pupils' aptitudes and abilities.
- GL Screener Report and/or GL Portfolio Report and Scores.
- Sample of uncorrected writing.
- Phonological Awareness Assessment.
- Record of assessments completed with analysis of assessments and actions.
- Schonell Word Spelling score/age.
- IEP's.
- Review minutes.

PRIMARY LIASON

Transfer to Secondary

We will organise transfer reviews for pupils with ASN including those with Dyslexia. The Principal Teacher of Pupil Support and the relevant Year Head from the Secondary School will be invited to attend.

Review Date: April 2023.