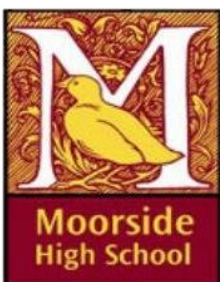




Moorside High School

Dyslexia Policy

rev. January 2024- DRAFT
Nov 2024



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Date of Next Review: January 2025

Reviewed by: Finance & Resources

1. Aims

The Dyslexia Policy is based on the principle of providing all pupils with the opportunities needed to fulfil their full potential. At Moorside we believe early identification, regular assessment and appropriate and carefully monitored provision for any child who may have a Special Educational Needs and or Disabilities (SEND) including dyslexia is important. We recognise that dyslexia affect as many as 10% of the UK population, three students in every classroom and is a learning difficulty that can make reading, writing and spelling extremely challenging and frustrating for pupils severely affected. We adhere to the new SEND Code of Practice (2014), adopting a graduated approach in order to support our pupils.

2. Definitions

A widely recognised definition of dyslexia and agreed by the DfE (Department for Education) is provided by the Rose Report (2009)

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

- Characteristic features of dyslexia are difficulties in phonological awareness; verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention. "

We understand that dyslexia falls within the umbrella term of 'specific learning difficulties', which also encompasses other learning needs such as Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language difficulties, Autism Spectrum Disorder (ASD) and Dyscalculia. A pupil with dyslexia will have clear strengths and interests which they will be encouraged to excel at, we will also support in overcoming any difficulties as they present.

3. Identification and screening procedures

Reading, spelling and writing skills are assessed at various points throughout the year.

For those pupils presenting difficulties the school will make an informed decision as to whether the issues presented relate to learning gaps or learning needs.

The school adopts the following systems and tools for identifying literacy difficulties including dyslexia e.g.

- Excellent sharing of data at transition meetings with Primary schools
- Teacher and parent feedback and progress feedback throughout the year.
- Standardised spelling test can be completed
- Standardised reading test can be completed
- Dyslexia checklist
- Dyslexia traits screening within school
- Dyslexia screening by the Special Education Needs Support Services (SENS) This is at a cost and not always required.

In cases where children present severe and persistent difficulties, individual provision will be discussed with parents and additional professionals, to ensure that needs are specified and addressed as part of the 'SEN Support' category as per the new SEN Code of Practice. Pupils with a diagnosis of Dyslexia or dyslexic traits that are impacting progress are placed onto the SEN register.

4. Whole school approach to reading

At our school, reading is seen as the gateway to learning and encompasses two critical skills, decoding and comprehension. Decoding is dependent upon speech-sound information and in particular, understanding that a spoken word is made up of individual sounds. Comprehension depends upon broader language skills such as active listening, vocabulary, grammar, making inferences and previous knowledge. Normal readers display good decoding skills and sound comprehension of their reading material. Variations in decoding and comprehension skills result in different reading profiles.

Pupils with Dyslexia may have difficulties with decoding / identifying and manipulating the sounds of language. They may also have difficulty in developing an automatic response to recognising words. Some pupils with dyslexia will have slower processing speed and it will take longer to comprehend more sustained or complex texts. The level of understanding that the dyslexic pupil brings to reading may vary from good to weak comprehension levels depending on general ability.

Reading is a focus in lessons and we have reading daily at form time alongside specialist interventions for those that require further support via RAISE staff in Learning Support.

5. Whole school approach to spelling

Spelling is assessed in English primarily, but all subjects will incorporate literacy and reinforce the Literacy Policy in lessons and in marking of pupils work. Pupils with Dyslexia may be challenged in hearing and sequencing sounds in words, recalling high frequency words and more irregular letter sequences, breaking words into syllable chunks.

Pupils will be supported via differentiation within the classroom, possible support from a Teaching Assistant and/or Dyslexia support group work during registration.

6. In class support for pupils with literacy difficulties including dyslexia

Quality First Teaching will address many of the literacy needs within the classroom. Most pupils with dyslexia will have their needs met through 'differentiation' which means teachers tailor their approaches to ensure lessons are accessible to all pupils. VIPERS and additional reading is a whole school approach to support literacy needs across the school alongside other specialist support.

For example;

- Teachers are aware of the reading age ranges within their classes and materials used are not well beyond the pupil reading levels
- Teachers consider providing practical and/or visual support for pupils wherever possible, to enable them to grasp new concepts and ideas
- Instructions are broken into clear, distinct chunks
- Teachers organise word banks of key and topic words on display and make available to hand during writing tasks
- Teachers plan for and create writing frames /graphic organisers that help to structure and organise ideas where necessary
- Teachers ask a range of questions to elicit understanding across the class and pupils will be given thinking time when asked questions in class
- Pupils are taught efficient ways to record information and dyslexic pupils are shown alternatives as appropriate e.g. mind maps
- Some pupils will use a laptop as a more successful means of recording understanding
- Teachers will use ICT software to support and enhance learning success
- Teachers will make reasonable adjustments to support learning which will also be evident in assessment situations
- The use of alternative mediums to demonstrate their ability and knowledge e.g. voice activated software, voice to text on the I-pad, use of a scribe and/or laptop.
- Focus on VIPERS (Whole school literacy approach)
- Dedicated reading time daily
- Year 7 have the introduction of laptop use across the curriculum that includes immersive reader, font size changes, background colour changes etc that can all support literacy.

7. Interventions

Current interventions to support pupils could involve:

- Reading Intervention
- Dyslexia Support group IDL
- One-to-One Tutoring
- Catch Up Literacy programme
- Spelling group
- Handwriting group
- Pre-teaching subject specific vocabulary
- Social Skills group
- Vocabulary group
- Homework group
- Talking Partners
- Springboard (Maths Catch-Up)
- Use of ICT (Laptops to support differentiation)

8. Marking and Assessment

The school follows a marking policy in all departments to ensure that assessments are marked, and constructive feedback is given to pupils to act upon. (Please see policy)

Some pupils identified may have additional assessments at the end of year 9/10 to inform the school of any examination access arrangements required e.g. prompt, oral modifier, extra time, scribe, reader and/ or rest breaks.

9. Promoting independence, organisation, study skills

Teaching Assistants are trained to provide support and to ensure that pupils develop independent learning skills. Teachers are aware of each individual child's needs and adapt the lesson accordingly.

10. Access Arrangements

Dyslexia is a recognised disability under the Equality Act which requires all organisations to ensure that people with disabilities are not treated unfavourably and are offered reasonable adjustments.

This is assessed in year 9 /10 as mentioned in section 8. The school held the previously known full Dyslexia Friendly status and adaptations to lessons, worksheets, exams and screen backgrounds are part of normal school best practice.

11. Curriculum Professional Development (CPD)

All staff have regular updates on pupils and training is provided to ensure an understanding of SpLD (Specific Learning Difficulties) such as dyslexia over the course of the year.

There is an SEN handbook available to staff in the shared area, pupils have a Passport which provides information to staff on their needs and targets and new staff have training on all learning needs as part of induction.

12. Partnership with Parents

At Moorside we are committed to working with parents and provide opportunities for parents to attend information sharing sessions/coffee mornings contribute views and speak to class teachers at regular times throughout the year.

Parents can support their child by keeping in contact with school and by reading with their child. If parents have a concern relating to their child's progress there is an "open door" policy, where parents can speak or meet a member of the team to discuss their child's progress or personal development needs. Through regular Assess, Plan and Do meetings or conversations we aim to provide the best support available.

13. Pupil Voice and Self Esteem

Pupil's interests and views are sought and taken account of in target setting sessions, as part of the support interventions, year council meetings and at progress review meetings/Annual reviews.

14. The role of other services

The school works closely with various outside agencies for example Educational Psychology Services (EPS), Special Educational Needs Support Service (SENS), Speech and Language Therapy services, Occupational Therapy services, specialist dyslexia teaching services and therapeutic bodies that the school consults with.

15. Creating whole school approach to dyslexia

As a Dyslexia Focussed School we have adopted a whole school approach to dyslexia;

- thorough identification procedures and appropriate teaching of dyslexic pupils in and out of the classroom
- ensuring all curriculum departments understand and meet the needs of dyslexic pupils
- ensuring the whole school ethos and environment is rooted in an informed and empathetic approach towards dyslexia and associated conditions (dyspraxia, dyscalculia and dysgraphia)
- rigorous assessment and monitoring of the teaching and learning of all pupils including children with identified needs such as dyslexia
- rolling programme of training to ensure all staff are kept informed of best practice, current research and reflect on the impact for their teaching

- working collaboratively with parents, responding positively to parental concerns, keeping parents informed of additional support, successful strategies and progress, building in regular two-way conversations
- seeking and listening to the views of pupils, encouraging reflections on what helps them to learn best, being mindful of the need for all pupils to hold a positive self-image, ensure that every pupil knows their strengths, talents, what makes them unique and special.

16. Allocation of Resources

The resources for special educational needs are included within the overall budget delegated to the school and the school is committed to ensuring that all monies which are allocated to resource pupils who require SEN support are used for this purpose.

References

Rose. J (2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties, An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families, June 2009, DCSF

Inclusion Development Programme <http://www.idponline.org.uk/>

Dyslexia-SpLD Trust <http://www.thedyslexia-spldtrust.org.uk/>

Drive for Literacy website <http://driveforliteracy.co.uk/dfi>

Phonological awareness- the ability to break words into their smaller units such as syllable or phonemes segmenting sounds is a necessary skill for spelling, blending sounds an important skill for reading.

Verbal memory- the ability to retain an ordered sequence of verbal material for a short period of time e.g., list of words, PIN numbers, set of instructions

Verbal processing speed- the rate at which verbal information is processed; dyslexics often take longer to think through verbal and written information

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