



INNOVATE2EDUCATE
Partnership



Dyslexia Policy

Autumn

2023-2025

The aims of this policy are to facilitate and encourage whole school responsibility for supporting children with Dyslexia

This policy was approved as follows:

Approver:	PFS Governors	Date:	October 2023
Owner:	Operations	Version:	V1
LAC adoption date:	N/A	Review frequency:	2 years
Status:	Active	Next review date:	October 2025

This policy applies to all School Academy staff, pupils and parents.

Document History

Version	Version Date	Author	Summary of Changes
V2	10.01.2025	A Derry	Policy reformatted using new template and Trust name change updated. No material changes to policy content; Governance review not required.

Our Statement

As a Dyslexia friendly school, we will identify and respond to the “unexpected difficulties” that a dyslexic learner may encounter. In these situations, teaching staff will support a range of diverse learning needs in mainstream settings and are empowered to do this by our school procedures and systems. Picknalls First School will recognise that teaching staff, as individuals, are key to the success of pupil’s overcoming their difficulties.

Aim

All staff at Picknalls First School play a vital role in working collaboratively to ensure that the needs of pupils with dyslexia are met effectively. All staff are committed to ensuring we are a Dyslexia Friendly School through appropriate identification, assessment and provision.

The aims of this policy are to facilitate and encourage:

- Whole school responsibility for supporting children with Dyslexia
- Dyslexia friendly learning environments
- Early identification of children at risk of experiencing literacy delay
- Effective and equitable access to planned support using staged intervention
- Appropriate intervention strategies relevant to the child’s specific needs
- Effective profiling and tracking of children’s literacy development
- Innovative relevant curricular initiatives
- A range of CPD opportunities relating to Dyslexia for all staff
- Effective networking for sharing and celebration of good practice
- Children’s resilience, empowerment and choice

Definitions of Dyslexia

“Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have

accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are the skills that everyone needs if they are to learn effectively in a busy classroom. They are also key skills for life”

The British Dyslexia Association (BDA)

The Dyslexic profile

The purpose of this section is not to provide a checklist through which a pupil may be labelled as dyslexic, but rather, to support teachers to be aware of learners who may require more differentiated teaching approaches to support their literacy development.

A primary school pupil with dyslexia may experience difficulties in all or some of the following areas;

- A poor sense of direction and confusing left and right
- Difficulty tying shoe laces and dressing
- A discrepancy between receptive and expressive language;
- Short-term memory limitations, for instance, finding it hard to remember arithmetic tables, the alphabet or classroom instructions
- Pronounced reading difficulties (not all dyslexic children have these problems) Specifically look out for; Hesitant or laboured reading
- Omitted lines or repetition of the same line; loss of place in the text
- Muddling words that look alike, e.g ‘no’, ‘on’, ‘for’, ‘off’, ‘was’, ‘saw’
- Difficulties in saying multi-syllabic words
- Problems understanding what they have read

Difficulties with writing and spelling. Errors might include:

- A disparity between written and spoken language
- Messy work, for example ‘curled pages, crossings out and badly set out
- Handwriting that looks heavy and laborious

Gathering evidence of family history can be really useful as dyslexia can be inherited. Some parents may not be aware of their own dyslexic tendencies so staff at Picknalls are sensitive to individual family circumstances.

Dyslexic children may also:

- Appear bright and able, but cannot get their thoughts down on paper
- Have areas in which they excel, particularly in drama, art and debating
- Be slightly clumsier than other pupils

- Act as a 'class clown' to mask what they see as their academic failures
- Become withdrawn and isolated, sitting at the back and not participating
- Be able to do one thing at a time very well but can't remember an entire list
- Look 'glazed' when language is spoken too quickly
- Go home exhausted at the end of a normal day because they have had to put so much effort into learning.
- Be bullied due to standing out or feeling defensive about their learning barriers

Our Goal

Our goal is to ensure that we adopt dyslexia friendly teaching methods and strategies across the whole school and work towards 'dyslexia friendly status'.

This would mean continuing to implement our major school policies on teaching, learning, monitoring and assessment ensuring differentiation and inclusion remain at the forefront of our planning.

The British Dyslexia Association suggests that standards for good practise fall into four categories:

1. Leadership and management in the school (whole school approach)
2. What is the quality of Learning?
3. Creating a climate for Learning?
4. Partnership and liaison with parents, carers, Governors and other concerned parties.

A breakdown of these standards can be found on the British Dyslexia Association website, using the following link:

<http://www.bdadyslexia.org.uk/quality-mark>

Role of the SENDCO

Teachers can raise an initial concern that a pupil is displaying traits of dyslexia to Miss Harris the school SENDCo, these are written and highlight issues demonstrated by a child's learning in the classroom.

Miss Harris will then ask for a meeting with parents to discuss any other issues their child may have.

Although Picknalls does not offer an official assessment for Dyslexia the SENDCo and staff work collaboratively to identify specific traits using different assessment methods.

We do have the contact details of a private accredited Dyslexic assessor that Parents have used over the years. It is at a cost to parents of roughly £250. Staff in the office or SENDCo would be happy to provide her details to discuss this further if you wish to look into the formal assessment route.

The school offer the use of coloured paper to help children we suspect may have dyslexia and we also provide a variety of coloured gels used to place in front of text to aid understanding and reading.

A number of other resources are also available to staff and children to help identify, support and encourage understanding of dyslexia and its components.

Picknalls strongly encourages parents to contact the school for advice on Dyslexia especially if they feel their child is struggling with school or homework.

Miss Harris (SENDCO) is available all week apart from a Wednesday afternoon. Appointments can be made through the school office on:

Tel: 01889 228700

Or via Email on:

senco@picknalls.co.uk

