

John Locke Academy (JLA)

DYSLEXIA POLICY

1. INTRODUCTION

This policy is to supplement the Special Educational Needs, Equal Opportunities and Inclusion Policy and considers children with a specific difficulty in literacy (dyslexia).

JLA is committed to ensuring that all children, irrespective of disability or learning difficulty, are able to access appropriate inclusive and differentiated teaching approaches. The aim is always to raise achievement. This policy reflects our duty under the Code of Practice for Special Educational Needs and under the Equality Act (2010)

Reading and writing has a key role in accessing information and demonstrating knowledge throughout school life. As a school we recognise that any difficulty in developing such skills can seriously affect a pupil's learning, confidence, self-esteem and engagement with school.

1.1 Definition

'Dyslexia' is derived from Greek and means literally 'difficulty with words or language.' **There is no one agreed definition of dyslexia and despite considerable research, the findings regarding the numbers of pupils and causes of Dyslexia vary widely.** However, more recent definitions reflect a degree of consensus between academic and professionals to help clarify a basis for identification.

In June 2009, **Sir Jim Rose** published his report on dyslexia to the Secretary of State for Education. The report set out guidelines to support schools in identifying and teaching children and young people with dyslexia and literacy difficulties. Rose summarised Dyslexia as follows:

- 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 coordination, 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 to well-founded intervention and regular support from adults at home

As a working definition, The British Psychological Society emphasises the need for a staged assessment process to take place:

'Dyslexia is evident when accurate and fluent word reading and/or spelling develops incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent

***despite appropriate learning opportunities. It provides the basis of a staged process of assessment through teaching.'* BPS (1999)**

JLA has adopted the Rose definition as a basis for identification of dyslexia; currently recognised by Government, it reflects current practice and research on dyslexia. As this definition sees dyslexia as existing on a continuum, it provides a rationale for staged support, identifies observable difficulties to help inform assessment and promotes carefully targeted intervention and support.

Not all children with literacy difficulties will be identified as dyslexic.

The term 'dyslexia' is applied, following an assessment by a suitably qualified professional. In this policy we use a broader term SpLD (Specific Learning Difficulty) to encompass a spectrum of needs which may or may not be later identified as dyslexia.

2. HOW DO PROFESSIONALS SUPPORT CHILDREN WITH SPECIFIC DIFFICULTIES AT JLA?

2.1 The role of the class/subject teacher

- To provide an environment which incorporates techniques and strategies recommended for the teaching of pupils with specific learning difficulties
- To choose appropriate learning objectives which challenge and support all pupils
- To manage access strategies and vary teaching styles to support the unique learning profile of each child
- To liaise with colleagues, e.g. SENCoS and external professionals (Educational Psychologist) to ensure that practice and provision is appropriate

2.2 The role of the Special Educational Needs Co-ordinator (SENCo)

- To co-ordinate provision for children with Special Educational Needs including those with SpLD
- To advise on curriculum access to quality first teaching and help to remove barriers to learning
- To monitor and evaluate progress of children with SpLD, ensuring appropriate interventions are in place if required
- To work in partnership with teachers and parents
- To remain up to date in current approaches to support children with SpLD and contribute to staff training
- To identify children who may meet the criteria for additional funding

2.3 The role of the Head teacher

- To promote a positive ethos of inclusion within the school and community
- To keep the Governing Body fully informed and work closely with the school's SENCo and their team.

- To oversee adequate provision of resources for children with SpLD based on need and curriculum access.
- To monitor effective teaching and learning for children with SEN, including SpLD, with the Senior Leadership Team
- To ensure teaching and non-teaching staff have access to good quality training to support their understanding of Specific Learning Difficulties.

2.4 The Role of the Local Authority

Local Authority has some advisory services available to support pupils who have SpLD Further information can be obtained from Parent Partnership/Sendiass at Hillingdon Borough

3. Dyslexia Provision at JLA

3.1. Intervention and Support

Children who receive lots of additional support at home as well as in school make the best progress.

JLA does not fund assessments for dyslexia. This is in line with the policy at most schools. It is a parent's responsibility to fund formal, external assessments from an accredited source. Please speak to the Senco regarding this if you require greater clarification.

Support for pupils with Dyslexia will be consistent with the English curriculum.

Support can be thought of using the "wave" model

Wave One – high quality inclusive teaching (quality first teaching) supported by effective whole school policies and frameworks, clearly targeted on all learners' needs and prior learning.

Wave Two – Wave One high quality inclusive teaching plus additional time limited Wave Two interventions, designed to increase rates of progress and support children to make good or better progress.

Examples of Wave Two provision include approaches including:

- *Small group English*
- *Extra English*
- *Form time support*

Wave Three – Wave One high quality inclusive teaching **plus** personalised interventions to maximise progress and minimise gaps in achievement.

Pupils requiring Wave Three personalised support are likely to be on the school's SEN register and may also have an IEP. When difficulties persist, Wave Three provision may be modified and it may be considered necessary to involve an outside agency for specialist advice and register the child at School Action Plus. Children with EHC plans are also likely to be in receipt of Wave Three provision, although if they have severe difficulties, they may need a completely individualised programme.

Some interventions used successfully at JLA includes:

- Catch up
- Nessy
- 1 Plus 1
- Read write Inc Literacy

3.2 How we assess children

The primary purpose of an assessment will be to suggest objectives for an appropriate teaching programme, rather than to arrive at a 'diagnosis'.

We do not diagnose dyslexia at school. However we can spot signs of barriers to learning via class work and assessments.

Please remember that dyslexia is a continuum so it is always important to recognise the severity of need and give the appropriate intervention.

Often, in primary education this involves a very systematic approach to reading and writing, which is the same for all pupils.

3.3 Working with Parents

It is also important that any other factors that could be contributing to the child's difficulties are considered - such as possible hearing or visual impairment, lack of parental input at home, poor attendance, changes of school and emotional or motor difficulties.

Most pupils who show some signs of dyslexia would really benefit from a regular, systematic support package delivered not only in school but at home too.

At JLA we will work closely with families to ensure that they know what to do at home to best support their child's development.

All parents of students with a diagnosis of dyslexia are encouraged to make contact with the SENCo. The views of parents often form an integral part of the Individual Education Plan.

4. Private Assessment

Parents may choose to have a private Educational Psychologist assessment that may result in an identification of dyslexia along with recommendations for intervention. These recommendations can be discussed in school. Many of these recommendations may already be in place in our classrooms through inclusive differentiated classroom teaching and evidence based interventions and we strive to meet the needs of all learners.

The school cannot always follow specific recommendations. Like all schools, JLA is bound by budgetary constraints.

5. Funding

Identification of dyslexia **does not attract additional funding** through the local authority or through the school. JLA is committed to providing support using Wave, 1,2, and 3 provision readily available to students with SpLD.

6. Access Arrangements

Dyslexia is not specifically mentioned as an eligibility requirement. However the term is used when providing examples for different types of Access Arrangements. The DfE update their information regarding access arrangements each year. Please contact the Senco in Year 5 if you believe you have evidence for the school to ask for extra help / time during Key Stage 2 SATS.

Reader / Computer reader

The student may require the whole paper, or just some words, to be read. The candidate's reading skills (**accuracy or speed or comprehension**) have been measured by a specialist and standard score is in the **below average** range (84 or less).

Scribe / Voice input systems

Scribes should only be requested for candidates who cannot produce written communication by any other means (e.g. word processor). An assessment of **accuracy, legibility and speed** of writing is required. In order to meet the requirements the candidate's spelling accuracy score should be below average, free writing cannot be read by others, or is grammatically incomprehensible or is produced so slowly that the answers could not be fully recorded even with extra time allowed. (In the case of a candidate whose writing may be illegible to a stranger but not to those familiar with him or her, a transcript can be used – see below).

REFERENCES

DECP (1999) ***Dyslexia, Literacy and Psychological Assessment***. Report by the Working Party. British Psychological Society, Leicester.
DfES (2001) ***SEN Code of Practice*** ref. DFES/581/2001 DfES Publications
DfES (2002) ***The National Literacy and Numeracy Strategies*** Including all children in the literacy hour and daily mathematics lesson. Ref: DfES 0465/2002
Devon County Council (2005) ***Inclusive Education in Devon: Dyslexia: Guidance on Identification, Assessment and Intervention***.
Milton Keynes Council (2003) ***Milton Keynes Dyslexia Policy Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*** Rose J. (2009) London: DFCS.

Information about Key Stage 2 Sats access arrangements can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/601108/2017_KS2_ARA_v2.0.pdf

Sendiass

Hillingdon Borough
Uxbridge Civic Centre
Tel. 01895-277001

British Dyslexia Association

The British Dyslexia Association
 Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, Reading RG12 7BW
 Helpline Tel: 0845 2519002- helpline@bdadyslexia.org.uk
 Admin Tel:0845 2519003- admin@bdadyslexia.org.uk
 Fax: 0845 2519005
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Dyslexia Action Head Office

Park House
 Wick Road
 Egham
 Surrey
 TW20 0HH
 Tel: 01784 222333
<http://info@dyslexiaaction.org.uk>

Useful websites

www.dyslexia .uk.com	British Dyslexics
www.dyslexiacentre.co.uk	Sample resources from the Nesy learning programme
www.synthetic-phonics.com/phonicsactivity.html	Phonics activities and worksheets
www.easyreadssystem.com	A system that you can pay for that there is a free trial.
www.star-ts.com/spellingrules.shtml	Free online games
www.dyslexia-teacher.co.uk	Links to free dyslexia products , free audio book downloads , free text to speech programmes
www.bbc.co.uk/schools/typing	Freetouch typing for children on 'dance mat'
www.crickweb.co.uk	Interactive online games
www.topmarks.co.uk	Games and links for all aspects of the curriculum
http://theschoolrun.com/freedownloads	
http://www.dyslexiahelp.co.uk	Resources and further links