



Buckden CE Primary Academy Dyslexia Friendly Guidance

Approved by: Alison Anderson HT as part of SLT **Date:** 20th September 2021
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Here at Buckden Church of England Primary Academy, our vision is for everyone to feel valued and be all they can be whilst embracing Christian values in our daily lives. Our mission statement

Our Mission Statement

In the eyes of God every child matters, every moment of every day and through our teaching "the child grew and became strong; he was filled with wisdom..." (Luke 2:40)

At Buckden we are educating for sustainability in a progressive, student centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wondrous journey, and teach our students the skills we believe are required to thrive now and in the future.

www.buckdenschool.co.uk

Our School Vision

Every child is loved by God and is educated for wisdom, aspiration and global citizenship to thrive in our community through a culture of dignity and respect.

Their gifts, talents and wellness are cultivated with knowledge, skills and wisdom to live life purposefully in all its fullness: sadness, struggles, joys, celebrations so that the "children of this world are in their generation wiser than the children of light". (Luke 16:8)

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We aim to provide high quality learning that challenges and inspires, whilst embracing Christian

Values in our daily lives. Our supporting children with dyslexia curriculum is designed not only to fulfil statutory requirements but to enthuse all children with a love of learning. This will be achieved through a mixture of; exploration, discovery, creativity and a variety of learning opportunities that broaden children's knowledge and understanding. Children will develop enquiring minds and a love of learning encapsulating the school motto 'Loving and Learning together'.

Here are the procedures we have adopted as an academy to support the Dyslexia Friendly Initiative. We recognise that more children are successful when taught using dyslexia friendly teaching methods, and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

This policy should be read in conjunction with the school's SEN Policy.

1. What is dyslexia?

For Dyslexia Awareness Week 2014 The British Dyslexia Association's (BDA) defined dyslexia as: Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in reading, spelling, writing and sometimes numeracy. People with dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively.

The BDA recognizes that: Some children have outstanding creative skills; others have strong oral skills. Dyslexia occurs despite normal teaching, and is independent of socio-economic background or intelligence. It is, however, more easily detected in those with average or above average intelligence.

'Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed processing, short term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills, others have strong oral skills. Whilst others have no outstanding talents, they all have strengths. Dyslexia occurs despite normal intellectual ability and conventional teaching. It is independent of socio economic or language background.'

The British Psychological Society definition states that:

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompetently or with very great difficulty. This focuses on literacy learning at the 'word' level and implies that the problem is severe and persistent despite appropriate learning opportunities" (BPS 1999)

2. Principles

As part of the Dyslexia Friendly Schools Initiative at Buckden we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being. Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan. All staff recognise compounding factors that may co-exist with dyslexia.

They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. Ongoing training continues to update staff's skills and understanding. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We achieve this through encouraging partnerships with parents and engaging pupils in their own learning ('Parent Voice' and 'Pupil Voice').

3. Early identification and provision

- 🏡 The school's policy for assessment and identification of children's special needs is set out in the SEN Policy. It is the teacher's responsibility to recognise the early signs of dyslexia and arrange for preliminary assessments, in liaison with the SENCO. Parents and carers also need to be informed of the difficulties their child is encountering. Indeed, it may be their initial concerns that have alerted the teacher. Assessment should include: background information, pupil interview, classroom observation, norm referenced and criterion referenced assessments. Action taken is guided by the school's SEN Policy, the SEN Code of Practice 2015, and the available school resources. It may include all or some of the following:
- 🏡 Appropriate differentiated planning by the class teacher/ tutor.
- 🏡 Specific targeted interventions – these will be detailed in the Provision Map.
- 🏡 Support from a Teaching Assistant, under the guidance of the class teacher. The SENCO and Lead Teachers will offer support where appropriate.
- 🏡 Regular reviews to determine progress and evaluate effectiveness of support.
- 🏡 Support from one of 3 Specialist Dyslexia Teachers on a case by case basis
- 🏡 Educational Psychologists are always involved with children who have an Education & Health Care Plan, as well as with those who are undergoing Statutory Assessment for an Education & Health Care Plan.
- 🏡 With parental consent schools can refer pupils to the Educational Psychologist.

🏡 Provision

Access to the mainstream Curriculum:

- 🏡 Pupils with dyslexia have access to the full, broad and balanced curriculum.
- 🏡 All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate.
- 🏡 Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources. Staff produce learning materials that are dyslexia friendly. Staff support pupils in some, or all, of the following ways on a day-to-day basis.
- 🏡 The school is also aware that some of our dyslexic learners may be identified as DME and this will also be noted and support through the Member of Staff responsible for DME and HLP pupils

General:

- 🏡 Raise pupils' self-esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.
- 🏡 Use the information in the current Provision Map. The SENCO will have assessed the pupil and prioritised what needs to be learned.
- 🏡 Give limited instructions at a time. Ask pupils to repeat instructions to you. Repeat instructions until s/he can repeat them back.
- 🏡 Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.
- 🏡 Use of routine and structure in an organised classroom.

- 🏆 Use of visual timetables.

Reading:

- 🏆 Do not ask pupils to read aloud without preparation.
- 🏆 Teach unfamiliar subject words.
- 🏆 Help with study skills such as skimming, scanning, selecting key words.
- 🏆 Teachers' handwriting is legible and worksheets are typed in dyslexia friendly fonts.

Spelling:

- 🏆 Mark written work on content and encourage the use of a wide vocabulary.
- 🏆 Correct only a few errors. Do not cover work in red ink.
- 🏆 Teach the spelling of subject specific words. Do not overload pupils
- 🏆 Give all pupils a list of subject specific words to be stuck into their exercise books for reference
- 🏆 Have lists of subject specific words on display in teaching rooms.
- 🏆 Allow the pupils to read work back to you if you cannot read it.

Written work:

- 🏆 Encourage legible handwriting but do not expect it to change.
- 🏆 Do not ask for work to be written out again unless it is much worse than usual.
- 🏆 Either give more time, or photocopy notes from another pupil or a 'parallel' book kept by a TA/HLTA
- 🏆 Accept less written work. Assessment:
- 🏆 Assess through oral responses.
- 🏆 When setting long responses, use writing frames and mind maps. Ways of assessing understanding without too much writing:

Matching question/answers

True/false statements

Sentence matching ('tops & tails')

Multiple choice

Labelling diagrams

Categorising

Table/grid

completion

Title – paragraph

match

Sentence completion

Sequencing a range of teaching styles are used to engage different learning styles. Pupils are encouraged to develop an awareness of their own learning style preferences.

Multi-sensory learning:

Most people have a dominant learning style:

Auditory learners 20 – 30% of school age children remember what is heard	Kinaesthetic learners 30 - 40% of school age children remember when they use their hands or whole body to learn	Visual learners 40% of school age children remember what is seen.
<ul style="list-style-type: none"> ◇ Talk to themselves ◇ Mouth words ◇ Like speeches/singing ◇ Tell jokes ◇ Prefer verbal instructions ◇ Easily distracted by noise ◇ Listen well ◇ Like lectures ◇ Enjoy rhythm and rhyme ◇ Remember by listening ◇ Recall conversations ◇ Use talk well ◇ Spell out loud 	<ul style="list-style-type: none"> ▪ Like physical activity ▪ Move a lot ▪ Make and/or alter things ▪ Remember by doing ▪ Like action words ▪ Use gestures ▪ Fidget ▪ Like close proximity ▪ Need to visit a place to remember it 	<ul style="list-style-type: none"> △ Neat and tidy workplace △ Like tidy work △ Plan ahead △ Like detail △ Like to look good △ Like similes and metaphors △ Like pictorial lessons △ Don't listen well △ Day dream often △ Like an overall view △ Draw, scribble, doodle △ Prefer images to words
Auditory learners say: "That rings a bell". "Sounds great to me".	Kinaesthetic learners say: "Let's tackle the issue" "Run that by me" "I'll handle that".	Visual learner say: "That looks right to me" "I can see what you mean" "I can picture the scene"

Addressing different learning styles in lessons:

Auditory Learners	Kinaesthetic learners	Visual learners
<ul style="list-style-type: none"> ◇ Explain ◇ Repeat ◇ Discuss ◇ Use tapes ◇ Use poems ◇ Tell stories ◇ Use dialogue ◇ Use drama ◇ Read aloud 	<ul style="list-style-type: none"> ▪ Be practical ▪ Use three dimensional models ▪ Make things ▪ Use tactile experience ▪ Move about ▪ Write 	<ul style="list-style-type: none"> △ Use pictures △ Use diagrams △ Use colour coding △ Use highlighting △ Use handouts △ Do practical demonstrations

- Special arrangements are made for pupils with dyslexia taking school tests – these are called 'Access Arrangements'.

- We aim to ensure smooth transition for pupils with dyslexia between the key stages

The school is building a resource bank of materials suited to teaching pupils with dyslexia. These 'wave3' materials include:

- Accelerated Reader
- GL Assessor (screening)
- Reading comprehension skills sessions
- Magnetic spelling and word building sets

- Toe by Toe
- Reading rulers and coloured overlays
- Dyslexic friendly library
- Kelly and Philips Scheme of work
- Colour sand and form letters
- Smart Kids Reading Books
- Smart Kids phonic cards and games

And any other resources as recommended from professional advice.

We have set up a literacy support room that will have access to all of these resources for teaching

Dyslexia Friendly Classroom

To make all classrooms at Buckden Dyslexia Friendly, teachers we have adopted, the following classroom strategies.

- In the Foundation Stage, all children have access to a name card with their name on it. The youngest children have their picture as well as their first name.
- Visual timetables are displayed in all classrooms. (Displayed vertically)
- Written and numerical example of the date is provided every day.
- From Year 1 children usually write the date on at least one piece of work a day.
- Every classroom has a weekly time table available for the children to use, to help them remember when to bring things to school. A simple visual timetable provides an additional daily reminder.
- Classroom equipment is well labelled and pictorial symbols used where appropriate.
- Key topic words are displayed around the classroom.
- Verbal instructions for task completion are kept as simple as possible.
- Children are regularly asked to repeat/ and or explain in their own words what they have to do.
- It is regular practise for all children to explain to their neighbour, or talk partner.
- Where appropriate, there are displays of numbers 1-100, place value charts, multiplication tables, days of the week, months of the year, and the seasons.
- Where appropriate children use Mnemonics to learn 'tricky words'. Children are encouraged to make up their own to help them to remember.
- All children are shown a strategy to help overcome b/d confusion and reminded of it regularly.
- Children are encouraged to use 'thought showers' to collect their ideas.

All classrooms have adopted these Dyslexia Friendly Text guidelines, where appropriate.

When producing paper work-

- Keep writing style concise.

- 🏡 Dense blocks of text are avoided, by using short paragraphs.
- 🏡 Use comic sans and cursive script with the font size a minimum, 12 pt.
- 🏡 Use bold to highlight when necessary.
- 🏡 Text should be clear, using boxes or careful spacing to break it up.
- 🏡 If appropriate, use bullets or numbers rather than continuous prose.
- 🏡 There should be good spacing between sentences and paragraphs.
- 🏡 Text should model good sentence writing where appropriate.

Management of the Classroom

- 🏡 Seating is appropriate to the child and to the activity.
- 🏡 Brain breaks are used as appropriate in the classroom to refocus children.
- 🏡 Children identifying their favoured learning style and how they are smart.

Teaching programmes

All children on entry to school follow the six-phase teaching programme based on 'Letters and Sounds'. This is used alongside Story Time Phonics and further resources.

Children requiring more specific programmes of work would follow schemes such as Toe by Toe, and precision teaching to support their individual needs.

Other support would be given one to one, in small groups or in the classroom as appropriate. All support is carefully planned, monitored and modified according to need and is recorded on the school's provision map.

4. Partnership with parents and carers

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents have regarding their child. We share information with parents about the measures that are being taken to address the child's difficulties and ensure that parents understand the system (the 2015 Code of Practice, role of staff, support services and funding system). We ensure that parents are involved in the target-setting process and the review of the targets set.

