

Sunning Hill Primary School



Dyslexia Friendly Policy

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Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**. These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Intent

At Sunning Hill Primary School, we endeavour to be a Dyslexic Friendly School. We believe that dyslexia friendly methods benefit all children, not only those with dyslexic traits but also the children that have delayed literacy skills. As a Dyslexia Friendly School, we understand the importance of a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum.

What is Dyslexia?

In 2009, the Rose Report 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' defined Dyslexia as the 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 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

Children with dyslexia may not only experience problems with reading and spelling, but they may also experience other difficulties with:

- Short term memory
- Long term memory
- Processing and retrieving word and information
- Phonological awareness
- Sequencing or rote learning

Dyslexia Friendly Policy

- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine Motor Skills

Implementation

Dyslexia Friendly Classrooms

Our classrooms:

- Are tidy and well-organised
- Have resources available to support different curriculum areas
- Use pastel backgrounds on the interactive whiteboards
- Have displays where key words and vocabulary are displayed clearly
- Use dyslexia friendly fonts
- Have seating and table arrangements to support learning
- Have visual timetables
- Are appropriately lit and well-ventilated to provide a comfortable learning environment
- Teachers use different colours on the whiteboard

Teaching Strategies

- No two dyslexic children are alike and the difficulties they experience will vary. Therefore, our teaching styles reflect children's differing needs and many strategies are a benefit to all. These can include:
 - Multisensory Learning e.g. Auditory, Visual, tactile, kinaesthetic
 - General strategies to develop working memory e.g. ensure information given is clear, giving shorter sequences of instructions in the order they are to be performed, task lists, use repetition/ overlearning where necessary, make links to previous learning explicit
 - Working memory strategies for reading e.g. building up words when blending, chunking information, use highlighters to identify important information, scaffolded learning (e.g. paired reading)
 - Working memory strategies for writing e.g. provide word banks, writing frames, break down tasks, consider different ways of recording information (diagrams)
 - Strategies to support verbal processing e.g. allow thinking time, allow extra time for tasks, give the child regular prompts to keep on task, develop fluency through overlearning and repetition
 - Strategies to support visual stress e.g. avoid black type on white paper, computer and visual aids, use off-white coloured paper
 - use a dyslexia friendly font

Parental support is key to helping a child overcome any dyslexic barriers. Parents can be provided with additional information by the school dyslexia leaflet which supports with strategies to help their

Dyslexia Friendly Policy

child at home. Parents are always welcome to discuss any concerns they may have. We aim to work together to understand how children can become successful learners.

Impact

For many children, the strategies detailed in this policy will ensure that barriers to learning are removed. The key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways:

- Close the attainment gap between the child and their peers;
- Prevent the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates improvements in the child's behaviour.