

Oakfield School

55. Whole School Dyslexia Policy



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| To be Reviewed: | July 2016 |
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WHOLE SCHOOL DYSLEXIA POLICY

'Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.'

(British Dyslexia Association definition)

At Oakfield School we recognise that some pupils, despite their intellectual and other abilities, may have difficulty learning to read and/or spell and write fluently. Motor skills and coordination may also be affected and they may also have organisational and memory difficulties. These pupils may be described as having Dyslexia or a Specific Learning Difficulty.

We recognise that some pupils, despite having a Statement of Special Educational Needs for BESD, may have other additional support needs including Dyspraxia, Dysgraphia, ASD or ADHD which require specialist educational support and that they have the right to access the curriculum and other school activities. However this policy is set within the context of a range of dyslexic needs and aims to inform staff, parents and pupils on how we meet the needs of and ensure the progress of pupils with Dyslexia.

Appropriate strategies and structures of support should be available to children who have additional support needs.

Individuals will have varying patterns of difficulty and will require a variety of support strategies. What may start as a learning difference may quickly become a learning difficulty if undetected and unassessed.

Considerable work has been undertaken nationally to develop further awareness among teachers and professionals of the barrier that young people may face on a daily basis. This work has culminated in a national resource Assessing Dyslexia Toolkit for Teachers which is available online at:

<http://www.addressingdyslexia.org/>

We will therefore make the following arrangements to try to ensure that pupils' needs are met:

- We will operate an early identification process to ensure that pupils who are experiencing difficulties with aspects of their learning are identified as early in their school career as possible.
- Where necessary we will assess pupils within school before referring to external professionals for further assessment.
- If, despite our efforts to ameliorate the pupil's difficulties, it is felt there is still a mismatch between a pupil's underlying skills and attainment, we will, with parental permission, refer the pupil for further external assessment e.g. an Educational Psychologist
- Pupils with identified additional support needs may have an Individual Education Plan or an Individual Behaviour, Education and Care Plan (IBEC) depending on their individual level of difficulty and the findings of all assessments carried out.
- IEPs/IBECs will set out the provision that we can make from our own resources and the strategies which class teachers can adopt to help pupils access the curriculum.
- All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and strategies.
- Strategies may include, word banks, use of spellcheckers, use of word processor and other ICT as well as provision of extra time, reader and/or scribe if recommended.
- We will try to be as sensitive as possible within class to reduce any embarrassment or anxiety a child may feel i.e. not asking a child to read aloud unless he/she is happy to do so, not asking a child to copy large amounts of text when printable or downloaded versions are available.
- Teachers will try to take into account difficulties when marking a pupil's work for example, concentrating on content not spelling and will be aware of the need to try to find alternative ways of assessing progress rather than always through the written tests and exams where possible.
- We are aware that pupils with additional support needs have experienced 'failure' and that sometimes their motivation for learning can be low. We are conscious that learning should be active and as attractive as possible and of the need to find ways to motivate learners particularly since pupils will need a degree of repetition and over learning to acquire knowledge, facts and concepts.
- We will try to suggest ways in which parents can support their child's learning at home as we believe that parents contribute a great deal to an education programme for example reading to their child on a regular basis, undertaking paired reading, supporting homework etc.

Assessment

Assessment should be:

- Collaborative – with parents and other professionals
- Contextual – relevant to the pupil's learning environment and taking account of environmental factors in the child's development
- Holistic – involving physical, emotional and social factors as well as cognitive factors, identifying strengths as well as weaknesses
- Interactive – evaluating the effect of different factors

Early identification is essential to enable the child to access the curriculum (early intervention). Please see KS2 Checklist, Appendix 1.

When concerns are first highlighted by staff or parents of pupils, or indeed pupils themselves, steps should be taken by the class teacher to differentiate the curriculum in response to his or her needs. However if there is limited progress made in response to the in-class measures implemented, further assessment may be required.

The class teacher and SfL (Support for Learning) staff should complete the KS3/KS4 Dyslexia Checklist, Secondary aged Pupils, Appendix 2 and use the Dyslexia Toolkit to support the assessment process. It may also be helpful to include information on motivation, attention, levels of cooperation and other aspects of learning behaviour.

Initial information gathering should also include checks on vision and hearing.

Following completion of Appendix 2, SfL staff can advise whether it would be beneficial to involve the Educational Psychologist for further assessment. Parents will also be involved in this decision making process.

Following further assessment a feedback meeting will be arranged with parents and the young person, detailing the outcome of the assessment and the recommend support identified in the assessment.

Roles and Responsibilities

Class teachers and Key Workers:

- Be aware of the patterns of development that may indicate a specific learning difficulty.
- Collaborate over alternative assessment arrangements
- If necessary, implement within class initial supports via a differentiated programme and teaching and learning strategies based on on-going evaluation.
- Collaborate with SfL
- Implement agreed strategies
- Contribute to IEPs/IBECs and Support Plans
- Alert SfL and parents when problems are prolonged, learners seem resistant to intervention or behavioural changes are noted.

Support for Learning Staff:

- Support class teachers with a range of appropriate identification strategies
- Prepare IEPs/IBECs and Support Plans
- Support staff with differentiation of the curriculum
- Support pupils where appropriate

SENCO:

- Ensure procedures are in place to support early identification
- Work collaboratively with all staff and the School Leadership Team
- Monitor all pupil progress through review of IEPs/IBECs and Support Plans
- Take responsibility when required in identifying targets for pupils
- Co-ordinate input from external agencies
- Ensure parents have ready access to information about their child's progress and support needs
- Ensure staff are given relevant CPD opportunities
- Complete Diagnostic Assessment Report, Appendix 3.

Parental and Pupil Involvement

Collaborative working with parents is central to the success of the support implemented for pupils. Liaising with parents will take place at all stages of the assessment / identification process and thereafter. Parents are a valuable source of information about their children so this should be utilised at all times. Equally, the school expects that parents will undertake the recommendations made to support their child as advised by teaching and support staff. Pupils are also expected to take on board advice offered by staff including attendance at drop in sessions and revisions classes run by various departments.

Experience shows that the most successful dyslexic pupils are those who have considerable parental support at home.

Guidance from staff should be readily available for parents.

Transition

Oakfield School has in place established systems to support the transitions of pupils with additional support needs as they progress through their school career i.e. primary to secondary and secondary to post school. These programmes include familiarisation days, visits to different areas of the school, information sharing amongst staff and parents' evenings.

Through the implementation of this policy, Oakfield School pupils with additional support needs shall become successful learners whose needs are met in a motivated, caring and stimulating environment and who will leave school well prepared to tackle all challenges that lie ahead of them.

Additional Support

<http://www.sess.ie/dyslexia-section/report-task-group-dyslexia-2002>

<http://www.dyslexia.uk.net/index.html>

Appendix 1.

| "What to look for" checklist - Dyslexia KS2. | | | | |
|--|---------|--------|--------------------------------|----------------------|
| Pupil Name: | School: | Class: | Class teacher: SfL Teacher: | Date: |
| | | | | Please insert tick ✓ |
| Reading and Writing | | | | |
| Areas that may be affected: | | | Yes | No |
| Poor progress in reading | | | | |
| Mainly this applies to decoding words but weak decoding is likely to affect comprehension also | | | | |
| Hesitant reading | | | | |
| Mechanics of reading weak, inserting or omitting words, guessing, ignoring phrasing and punctuation | | | | |
| Mixing up small words | | | | |
| | | | | |
| Difficulty with writing and spelling | | | | |
| Areas that may be affected: | | | Yes | No |
| Making notes | | | | |
| Handwriting is often affected too | | | | |
| Confusing letters similar in shape – e.g. n/u, b/d, M/W, f/t. | | | | |
| Faulty letter formation | | | | |
| Reversals in letters and sometimes words – e.g. 2 for 5, was for saw | | | | |
| Transposals – e.g. sift for fist. | | | | |
| Spelling may sometimes seem bizarre | | | | |
| Inconsistency in spelling, even with familiar words | | | | |
| Copying from board or from book or paper | | | | |
| Poorly formed letters | | | | |
| Difficulty in answering questions based on interpretation of own work | | | | |
| Difficulty with punctuation and grammar | | | | |
| Areas that may be affected: | | | Yes | No |
| Erratic use of capital letters, missing words, paragraphs disordered or not there at all | | | | |
| | | | | |
| Using the right word for familiar objects and names in written work | | | Yes | No |
| Can be a problem with use of predictive text in word processors when wrong word is chosen and not recognised | | | | |
| Foreign language learning is likely to be affected. | | | | |
| | | | | |
| Difficulty in recall | | | Yes | No |
| retelling a story (ordering of events, retelling from memory (immediate recall)) | | | | |
| | | | | |
| Difficulties with visual processing of language-based information these may consist of: | | | Yes | No |
| Shape/pattern/sequence - recognising and ordering letters shapes | | | | |
| | | | | |

| | Yes | No |
|---|------------|-----------|
| Difficulty with organisation and sequencing | | |
| o ideas – telling or writing a story | | |
| o themselves – school bag, PE kit, timetable | | |
| o dates | | |
| o letters /Words | | |
| o stories | | |
| With regard to short term and working memory | | |
| Areas that may be affected: | Yes | No |
| Remembering a sequence of numbers, letters | | |
| Days of the week, months of the year – Can result in children finding it difficult to get work in on time | | |
| Phone numbers, birthdays | | |
| Doing a calculation that involves holding information in memory | | |
| Multiplication tables, mathematical formulae | | |
| Listening for information | | |
| | | |
| Maths | | |
| Areas that may be affected: | Yes | No |
| Confusion with/reversal of visually similar numbers, e.g. 16/61 and symbols, e.g. + and x; - and ÷ | | |
| Difficulty with memorising number bonds, tables | | |
| Limited understanding of the concept of place value | | |
| Problems with reading and understanding the language of maths | | |
| Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of written work. | | |
| Confuses positional language and directions, e.g. left / right; before / after | | |
| Problems with telling the time, time-management and/or concepts of time (e.g. yesterday, tomorrow) | | |
| Slow information processing - difficulty with mental maths. | | |
| Other comments | | |
| | | |

Appendix 2

| "What to look for" checklist - Dyslexia KS3/KS4. - addressingdyslexia.org | | | | |
|--|---------|--------|--------------------------------|-----------|
| Pupil Name: | School: | Class: | Class teacher: SfL Teacher: | Date: |
| Please insert tick ✓ | | | | |
| Listening and talking | | | | |
| Oral language | | | | |
| Areas that may be affected: | | | Yes | No |
| Poor progress in reading | | | | |
| Sometimes slower or hesitant/poorly articulated speech | | | | |
| Brief delay in responding to others | | | | |
| Slow/inefficient word finding | | | | |
| Slow naming speed | | | | |
| Auditory | | | | |
| Areas that may be affected: | | | Yes | No |
| Poor auditory discrimination - confuses similar-sounding words and sounds | | | | |
| Asks for or needs repetition | | | | |
| Mishears or confuses what people say | | | | |
| Difficulty listening when background noise | | | | |
| History of hearing difficulties, e.g. 'glue ear' | | | | |
| Phonological | | | | |
| Areas that may be affected: | | | Yes | No |
| Poor rhyme and alliteration recognition/production | | | | |
| Difficulty with Spoonerisms | | | | |
| Poor sound insertion/deletion skills | | | | |
| Difficulty with non-word reading | | | | |
| Poor spelling of regular and irregular words | | | | |
| Reading/Writing and comprehension | | | | |
| Areas that may be affected: | | | | |
| Hesitant oral reading | | | | |
| Inaccurate oral reading | | | | |
| Slow silent reading, or sometimes reading that appears fast and careless | | | | |
| Poor comprehension | | | | |
| Unwillingness to read aloud | | | | |
| Spelling | | | | |
| Areas that may be affected: | | | Yes | No |
| Poor spelling, ranging from spellings that are legible and accessible but inaccurate, to those that are bizarre and hard to decipher | | | | |
| Missing out letters or occasionally whole syllables | | | | |
| Writing and page layout | | | | |
| Areas that may be affected: | | | Yes | No |
| Reluctance and tenseness when requested to produce written work | | | | |
| Quality of written work significantly poorer than oral | | | | |
| Poor handwriting, page layout and presentation | | | | |

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| Sometimes a preference for the use of upper case letters | | |
| Avoidance of cursive script unless specifically taught | | |
| Poor/awkward pencil grip | | |
| Untidy/inaccurate copying of text | | |
| Slow copying of text | | |
| Weak letter formation | | |
| Punctuation | | |
| Areas that may be affected: | Yes | No |
| Inconsistency in the use of appropriate punctuation | | |
| Capital letters within words | | |
| Processing speed | | |
| Areas that may be affected: | Yes | No |
| Undue length of time needed to complete work | | |
| Under-performance | | |
| Areas that may be affected: | Yes | No |
| In tasks that draw upon literacy skills, most evident in timed tasks | | |
| Depending on the nature of each dyslexic difficulty, the core features may be accompanied by some of the following features: | | |
| | | |
| Visual and perceptual | | |
| Areas that may be affected: | Yes | No |
| Jumps/repeats lines when reading | | |
| Needs finger or marker to keep place | | |
| Misses small words when reading | | |
| Poor sight vocabulary | | |
| Poor spelling of sight words | | |
| Confuses or interchanges visually similar letters/numbers/symbols | | |
| Frequent reversals of letters, letter strings, and/or numbers | | |
| Suffers from fatigue, migraines, headaches | | |
| Unusual posture/distance from text when reading | | |
| Visual discomfort when reading – blinking, rubbing, grimacing, patching one eye with hand, sore, watery or dry eyes, blurring/movement of text | | |
| Short term and working memory | | |
| Areas that may be affected: | Yes | No |
| Easily forgets what has been said | | |
| Finds it hard to hold aural information in working memory | | |
| Poor memory for number bonds/tables/formulae | | |
| Often needs instructions repeated, and finds it hard to hold them in memory | | |
| Poor memory for visual information | | |
| Sequencing | | |
| Areas that may be affected: | Yes | No |
| Poor sequential memory | | |
| Muddles or omits from common sequences (months of the year, etc) | | |
| Poor at remembering and working with sequenced information | | |
| Number | | |
| Areas that may be affected: | Yes | No |

| | | |
|---|------------|-----------|
| Poor access to and recall of number bonds and facts | | |
| Difficulty with place value | | |
| Difficulty telling the time | | |
| Difficulties with mental arithmetic at speed | | |
| Confuses maths symbols | | |
| Organisation | | |
| Areas that may be affected: | Yes | No |
| Finds it hard to remember/follow instructions | | |
| Often loses/forgets things needed | | |
| Motor and coordination | | |
| Areas that may be affected: | Yes | No |
| Poor balance | | |
| Poor hand/eye coordination | | |
| Poor at ball games/awkward in PE | | |
| Poor bilateral integration | | |
| Difficulty in copying shapes | | |
| Occasionally also poorly coordinated gait with hands hanging loosely while walking. | | |
| Other information | | |
| | | |



Appendix 3

| Diagnostic Literacy Assessment | |
|--|--|
| Name | |
| Date of birth | |
| Date(s) of assessment | |
| Age at assessment | |
| Context/ reasons for concern Causes of concern, information from subject and/or pastoral staff, etc | |
| Sources of information e.g parental report, reports from health professionals (S&L therapists, occupational therapists, paediatricians, optometrists, etc) | |
| Summary Diagnostic findings from assessment, detail how the difficulties are impacting on the student's life and study, taking account of the compensating strengths displayed. If student is dyslexic then this should be stated. | |
| Background information Details of any family history of difficulties, relevant developmental information –e.g. glue ear, visual difficulties, early speech difficulties, student's perception of his/her difficulties and motivation, support offered and given, examination arrangements etc. | |
| Tests conditions, materials used and summary of test scores Include information on the context/setting and student's response to the assessment situation. Include any factors that might have influenced the results. | |
| Reading Single word reading, comprehension, rate, decoding of non-words. Give some analysis of qualitative aspects, strategies used, word attack skills, abilities to extract information and make inference. | |
| Spelling A standardised score from spelling test of single words. Consider also spelling in free writing. Give consideration to qualitative analysis of errors. | |

Writing

Analysis of free writing to cover handwriting, vocabulary use, grammar, syntax, structure coherence, speed and legibility. Also consider copying from board and from close document.

Numeracy

Give indication of any difficulties the student has including how literacy difficulties are impacting on numeracy.

Strengths

Verbal and non-verbal abilities, highlight any discrepancies in scores (e.g. comprehension and decoding) and also curricular strengths (e.g. comparison between Craft and Design and English if this is relevant to the student.)

Cognitive processing

Working and short-term memory, sequencing, phonological processing and speed.

Other relevant information

e.g. Meares-Irlen, lack of co-ordination, behavioural difficulties

Outcomes and implications

Interpretation of assessments and implications for support, future assessment arrangements etc

Recommendations

Proposed responses to difficulties identified. This may include information for post-school if relevant.

Assessor name, position and qualifications

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|---|--|
| Date of report | |
| Appendix Details of tests used and summary of scores. | |