

Oakfield School

55. Whole School Dyslexia Policy



To be Reviewed:	July 2022
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WHOLE SCHOOL DYSLEXIA POLICY

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. (Rose 2009)

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 have organisational and memory difficulties. These pupils may be described as having dyslexia, having traits of dyslexia or a Specific Learning Difficulty.

We recognise that some pupils, despite having an Educational Health Care Plan, require specialist educational support and that they have the right to access the curriculum and other school activities. 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.

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

- Each new pupil will be screened for dyslexia, using the LASS 11-15 Dyslexia Screening Tool, during their first 6 weeks/first half term at Oakfield School.
- LASS screening results will be shared with the pupil's tutor and Learning Behaviour Mentors. (Appendix 1 - an example of LASS results)
- A copy of the LASS screening result will be saved in the pupil's file. (RMStaff>A.STUDENTDATA>PUPILNAME>DYSLEXIASCREENING)
- Regular half-termly meetings will be held between the SENCO and intervention team to go through the screening results.
- If there are any concerns that a pupil has dyslexic traits, then the pupil's Learning Behaviour Mentors will complete a BDA Neurodiversity Secondary Dyslexia Checklist (see appendix 2). This will identify the pupil's strengths and weaknesses. The results of this will help to inform intervention strategies.
- After the checklist, the pupil will complete a visual stress assessment, which will identify if a coloured overlay will help the pupil. (See appendix 3 – an example of visual stress results)
- If needed, the SENCO will make a referral, with parental permission, to the Educational Psychologist for an external assessment.
- Pupils who have traits of dyslexia will have access to an individual intervention session each week.
- The pupils will have their own intervention file to record assessment notes for each session. It will also be recorded in the file if pupils are absent or if they refuse the session.
- Pupils will have their own intervention book to keep their work in.
- All staff will have access to the intervention files and books as they could be used to inform future planning and assessments.
- All pupils with traits of dyslexia will have a log in account for Lexia Power Up, an online personalised literacy learning experience.
- When pupils initially log on to Lexia Power Up they will complete a baseline assessment. This will ensure that they are given the correct level of activities for the three areas: Comprehension, Word Study and Grammar.
- 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

LASS 11-15 assessment is used for screening pupils displaying traits of dyslexia and delayed learning. LASS assesses:-

- Visual memory
- Auditory-verbal memory
- Phonic reading skills
- Phonological processing ability
- Single word reading

- Sentence reading
- Spelling
- Reasoning

When concerns are first highlighted by staff or parents of pupils, or indeed pupils themselves, steps should be taken by the class teachers 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 pupil's tutor and Learning Behaviour Mentors should complete the BDA Neurodiversity Secondary Dyslexia Checklist, Appendix 2. Then pupils should complete the visual stress assessment.

There will be a discussion between the SENCO, tutor, Learning Behaviour Mentors and parents of the LASS screening results, BDA Neurodiversity Secondary Dyslexia Checklist results and visual stress results to see if a referral to an Educational Psychologist for further assessment is needed.

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

Roles and Responsibilities

Class teachers, Learning Behaviour Mentors 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 other staff members.
- Implement agreed strategies.
- Contribute to IBECs and intervention plans.
- Alert Learning Behaviour Mentors and parents when problems are prolonged, learners seem resistant to intervention or behavioural changes are noted.
- Ensuring pupils are equipped with the correct reading acetate as applicable.

SENCO:

- Ensure procedures are in place to support early identification.
- Work collaboratively with all staff and the School Leadership Team.
- Meet termly with the intervention team.
- Monitor all pupil progress through review of IBECs and Intervention 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 4.

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 intervention 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 during home visits.

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. They will leave school well prepared to tackle all challenges that lie ahead of them.

Additional Support

<https://www.bdadyslexia.org.uk/>

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

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

<https://www.nessy.com/uk/teachers/essential-teaching-tips-dyslexia/>

This Policy was reviewed July 2020

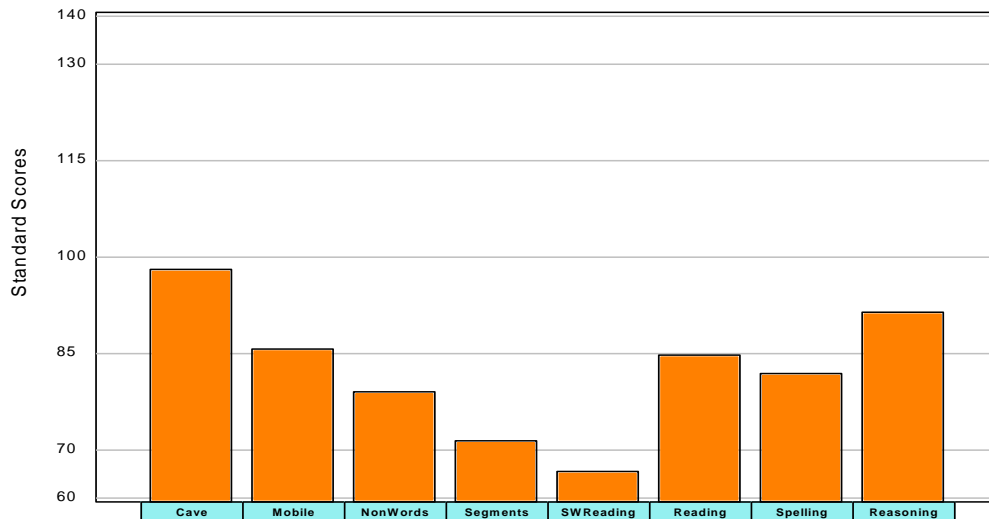
Signed:

Mr Lee Morfitt (Chair of Governors)

Appendix 1 An example of LASS Screening Results.

Module	Score	Centile	Std Score	Z Score	ZScore difference	Discrepancy	Test date	Test age	Age equiv. range
Cave	29	45	98	-0.126	0.46	Not significant	28/03/2019	14 : 10	12y 6m - 12y 11m
Mobile	4	15	85	-1.036	0.45	Not significant	28/03/2019	14 : 10	10y 0m - 10y 11m
NonWords	6	7	78	-1.476	0.89	- (p < 0.05)	28/03/2019	14 : 10	10y 6m - 10y 11m
Segments	6	2	70	-2.054	1.47	- (p < 0.01)	28/03/2019	14 : 10	9y 0m - 9y 5m
SWReading	22	1	65	-2.324	1.74	- (p < 0.001)	28/03/2019	14 : 10	Not applicable
Reading	0.9421	14	84	-1.08	0.5	Not significant	28/03/2019	14 : 10	10y 6m - 10y 11m
Spelling	0.9706	10	81	-1.282	0.7	- (p < 0.05)	28/03/2019	14 : 10	9y 0m - 9y 11m
Reasoning	0.758	28	91	-0.583	-	-	28/03/2019	14 : 10	11y 6m - 11y 11m

Profiles should be interpreted in accordance with the manual.



Cave is a visual spatial memory diagnostic test.

Mobile is a measure of auditory sequential memory involving digit span (diagnostic test).

NonWords is a diagnostic test of phonic decoding skills.

Segments is a test of syllable and phoneme deletion identifying phonological processing ability.

Single Word Reading is an attainment test involving the reading of individual words out of context.

Reading is an attainment measure involving a cloze reading task (finding the missing word in a sentence).

Spelling is an attainment task which involves the spelling of single words.

Reasoning is an ability test giving a measure of non-verbal intelligence.

Assessor's comments

The pupil scored an average score in two out of the eight units. He scored a low or below average score in four of the units and a well below score in two of the units.

Ways forward:

Phonics work- Go back to Phase 3.

Flashcards - Reading single words on flashcards

Daily Reading

Spelling games

Appendix 2 A copy of BDA Neurodiversity Secondary Dyslexia Checklist.

Neurodiversity Profiler: Secondary Level (ages 12 - 16)

Please note: columns B and C are for reference only and should be hidden during the interview with the young person.

Part A

Name:

Date:

Area of difficulty	Associated conditions	Do you	Select	
Speech & Language	Continued difficulty with phonological awareness	Dyslexia, Developmental Language Disorder (DLD)	have difficulty making out the sounds of words?	
	Difficulty understanding jokes/figures of speech	Autism Spectrum Disorder (ASD), DLD	find it difficult to understand word play jokes or jokes with double meanings?	
	Slow to answer when spoken to, or needs to ask for information to be repeated	Dyslexia, DLD, Trauma	need to have information repeated before you get it?	
	Difficulties learning and understanding more complicated vocabulary	Dyslexia, DLD	find longer, more complicated vocabulary difficult to learn?	
	Difficulties understanding non-literal language, e.g. idioms, metaphors, multiple meanings	DLD, ASD	find idioms, metaphors and words with more than one meaning difficult to understand?	
	Sentences sound muddled or confused	DLD	find that your sentences come out sounding muddled?	
	Longer pieces of speech or writing don't have enough detail or are hard to follow	DLD	find it difficult to put together a longer piece of writing or to talk for a long time?	
	Knows a word but can't remember it or says a word that's similar	DLD, Dyslexia	forget the word you're trying to say or mix it up with another that sounds similar?	
	Difficulty keeping up with conversations, including group conversations	DLD	have difficulty keeping up with conversations in a group?	
	Difficulty changing style of speech to suit different situations and audiences	DLD	have difficulty changing your style of talking to suit different occasions or groups of people?	
	Loses track of what they are saying mid sentence	Trauma	find that you sometimes forget what you are saying in the middle of a sentence?	
	Difficulty speaking when asked to explain inappropriate behaviours	Trauma	find that you can't explain why you did something?	
	Prefers practical tasks at school but finds the language for these difficult	DLD	prefer to do practical tasks at school?	
	Difficulty with fluent, accurate reading	Dyslexia	find it difficult to read fluently and accurately?	
	Literacy & Numeracy	Persistent difficulty with spelling	Dyslexia	have problems with spelling?
Poor structure/organisation of written work		Dyslexia, DLD	find it difficult to organise and structure your written work?	
Difficulty copying from the board		Dyslexia, Dyspraxia/DCD	find it difficult to copy from the board?	
Poor reading comprehension skills		Dyslexia, DLD	have problems understanding what you've read?	
Slow speed of writing		Dyslexia, Dyspraxia/DCD	write slowly?	
Slow speed of reading		Dyslexia, DLD	read slowly?	
Checks and re-checks answers to questions		Dyscalculia	have to check and re-check your answers to maths questions?	
Confusion with number direction, e.g. 92 or 29		Dyscalculia, Dyslexia	mix up number direction - e.g. 92 or 29?	
Fixed into one method of working out calculations		Dyscalculia	prefer to use the same method to do calculations?	
Difficulty recognising the appropriate mathematical strategy		Dyscalculia	find it difficult to decide which is the correct mathematical strategy to use?	
Difficulties with the concept of space and/or direction		Dyscalculia	have problems understanding the idea of direction or space?	
Takes a long time to complete mathematical tasks		Dyscalculia	take a long time to complete mathematical tasks?	
Problems with estimating		Dyscalculia	have problems with estimation?	
Problems with the planning of maths activities		Dyscalculia, Dyslexia, DLD	have problems planning maths activities?	
Praxis		A poor understanding of place value and its use in calculations	Dyscalculia	find it difficult to understand place value and how to use it in calculations?
	Poor practical application of maths, e.g. money	Dyscalculia	find it difficult to use maths in everyday situations, e.g. with money?	
	Problems with orientation/direction/maps/diagrams	Dyscalculia	have problems with orientation, direction, maps, and diagrams?	
	Mixes up similar looking longer numbers	Dyscalculia	mix up similar looking numbers?	
	High levels of debilitating anxiety related to maths	Dyscalculia	feel so anxious about maths that you can't tackle problems?	
	Problems copying numbers and geometric shapes	Dyscalculia	have difficulty copying numbers and geometric shapes?	
	Difficulties recalling basic maths facts/equations/times tables	Dyscalculia	find it difficult to recall basic maths facts, equations, or times tables?	
	Poor concept of time and reading analogue clocks/watches	Dyscalculia, Dyslexia	have problems with the idea of time or with reading analogue watches & clocks?	
	Poor ability to carry out mental maths tasks	Dyscalculia	find mental maths difficult?	
	Difficulties handling tools and equipment	Dyspraxia/DCD	have difficulty handling tools and equipment in practical situations?	
	Movements appear awkward/effortful	Dyspraxia/DCD	find movement difficult?	
	Handwriting difficulties (speed)	Dyspraxia/DCD	find writing by hand tiring?	
	Handwriting difficulties (presentation)	Dyspraxia/DCD	find it difficult to write neatly and/or legibly?	
	Poor posture/hypermobility	Dyspraxia/DCD	have problems of hypermobility or awkward posture?	
	Behaviour	Lack of stamina	Dyspraxia/DCD	lack energy?
Struggles with team games		Dyspraxia/DCD	struggle with team games?	
Unexplained problems with mobility, coordination or balance		Trauma	have problems with immobility, coordination or balance with no medical reason?	
Stiffness in body posture, possibly with lack of sensitivity / numbing in parts of the body		Trauma	feel tension and stress in the body?	
Has obvious good/bad days		Dyslexia	have very obvious good days and bad days?	
Low self esteem		Dyslexia, Dyspraxia/DCD, DLD, ASD	suffer from low self-esteem?	
Work avoidance tactics used		Dyslexia	try to avoid work?	
Difficulty forming relationships		Dyspraxia/DCD, ASD, DLD	find it difficult to make friends or form relationships?	
Immature behaviour		Dyspraxia/DCD	find it difficult to know how to behave appropriately?	
Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)		Dyspraxia/DCD	have issues with unexpected noise or certain materials, textures, etc.?	
Not seeming to listen when spoken to directly		Attention Deficit Hyperactivity Disorder (ADHD)	find it difficult to focus when someone is talking to you?	
Easily distracted by extraneous stimuli		ADHD	get distracted easily by sudden sounds or movements?	
Cannot sit still when expected or required		ADHD, Trauma	find it difficult to sit still?	
Blurts out answers before the question is finished		ADHD	find it difficult to wait until the end of a question before you answer it?	
Difficulty in engaging in activities quietly		ADHD	find it difficult to keep quiet when you're taking part in an activity?	
Inability to control emotions	ADHD, Trauma	find it difficult to control your emotions?		
'On the go' constantly	ADHD	like to be 'on the go' all the time?		
Talks at speed	ADHD	talk very quickly?		
Interrupts or intrudes on others	ADHD	find it difficult to wait for other people to finish what they're saying before you speak?		
Appears inattentive/day dreamer	ADHD, Trauma	go off into daydreams?		
Difficulty sustaining attention or completing tasks	ADHD	find your attention wanders before you've completed a task?		
Responds to social interaction but does not initiate it	ASD	find it difficult to speak first when you meet other people?		
Difficulty reading social interactions	ASD	find it difficult to understand social situations?		
Lack of awareness of personal space	ASD	get told that you stand too close to other people?		
Makes honest but inappropriate observations	ASD	get told that you are too honest or rude in your observations about other people?		
Socially inappropriate eye contact	ASD	get told that you're staring at other people?		
Is hyperactive/uncooperative/oppositional	ASD	insist on your own opinion even when others disagree with you?		
Difficulty maintaining friendships	ASD	find it difficult to keep your friends?		
Resistant to change	ASD	prefer things to stay the same?		
Difficulty in transferring skills from one area to another	ASD	find it difficult to transfer skills from one area to another?		
Overly focussed on the detail of tasks	ASD	like to focus on the fine detail of tasks?		
Abnormal use of tone/pitch in speech	ASD	find it difficult to moderate your tone or pitch when you speak?		
Engages in the same task repeatedly and/or in ritual behaviours	ASD	like to repeat the same thing over and over or have ritual behaviours?		
Dislikes/avoids social situations	ASD	dislike or avoid social situations?		
Experiences anxiety and heightened behaviours in new situations	ASD	feel anxious in new situations?		
Inability to perceive risk/danger	ASD	have problems recognising when a situation is dangerous?		
Cognition	Problems recalling facts	Dyslexia	find it difficult to recall facts?	
	Difficulty with recalling/following instructions	Dyslexia, DLD	find it difficult to recall or follow instructions?	
	Difficulty remembering sequential information	Dyslexia	find it difficult to remember longer sequences of information?	
	Weak short term and/or working memory	Dyslexia	forget what you've just heard or read?	
	Takes longer to process information	Dyslexia, Dyspraxia/DCD, DLD	need longer than other people to process information?	
	Poor short term visual memory	Dyslexia	find it difficult to remember what you've just seen?	
	Poor time management	Dyslexia, Dyspraxia/DCD	have problems with time management?	
	Difficulty in organising tasks or activities or knowing where to start	Dyslexia, Dyspraxia/DCD, ADHD	find it difficult to organise your tasks or to know where to start?	
	Forgetful in daily activities	Dyslexia, Dyspraxia/DCD, ADHD, Trauma	forget what you're doing in everyday activities?	
	Loses things and is disorganised	Dyslexia, Dyspraxia/DCD, ADHD	lose or misplace things?	
	Hypervigilant and aware of changes in the environment	Trauma	find it difficult to relax unless you can see all around you?	
	Easily startled by unexpected noises or interactions	Trauma	find that you jump or are startled easily with unexpected sounds or interactions?	
	Runs, fights or hides when feeling under threat	Trauma	find that you suddenly react by running, fighting or freezing when you feel threatened?	
	Sudden and dramatic changeability in mood or demeanour	Trauma	find it difficult to control your moods?	
	Difficulty working independently and prioritising	Dyslexia, Dyspraxia/DCD, ADHD	find it difficult to work independently or to prioritise your tasks?	

not at all
sometimes
often

Additional notes / comments and recommendations

Neurodiversity Profiler: Secondary Level (ages 12 - 16)

Part B

Name:

Name and role of interviewer:

Date:

How do you feel about each of the following?	Really enjoy	Quite enjoy	Don't mind	Don't enjoy	Really don't enjoy
Speaking in public, e.g. debating, making a speech, speaking in class					
Vlogging or making youtube videos					
Using social media					
Writing stories, keeping a diary or blogging					
Drawing, painting, or photography					
Cooking and / or baking					
Sewing, knitting or dressmaking					
3D design, e.g. pottery, sculpture, making					
Car, motorbike, or bike maintenance					
Singing					
Making music, e.g. playing an instrument, sampling, DJ, etc					
Drama					
Dance					
Fashion, make-up, or hairdressing					
Learning a foreign language					
Individual sports, e.g. athletics, tennis, body-building					
Team sports, e.g. football, netball, rugby					
Swimming					
Spending time with my friends					
Outdoors activities e.g. walking, climbing, sailing					
Playing computer games					
Spending time with adults					
Learning facts about my favourite hobby					
Solving mathematical problems					
Computer coding					
Looking after young children or the elderly					
Looking after animals					
Being on my own					
Being in a group					
Reading - books, magazines, etc					
Lessons where the teacher does lots of talking					
Answering questions in class (especially when I've no time to think)					
Chatting to people I don't know					
Add an idea of your own					
Add an idea of your own					
Add an idea of your own					

Appendix 3 – An example of visual stress results.

Appendix 4

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

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