



DYSLEXIA POLICY

December 2015

Aim

The aim of this policy is to ensure that pupils who experience difficulties with their Literacy development are identified early so that appropriate strategies can be put into place. This policy outlines the responsibilities of staff in ensuring these needs are met.

Early Identification of Literacy Difficulties is the responsibility of all staff. Please note that pupils not making adequate progress do not necessarily have special needs.

This working definition of Dyslexia is taken from the Rose Report 2009:

- 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 for 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.

This definition of Dyslexia put forward by Rose has been accepted by the major Dyslexia organisations, North Somerset LA welcomes this definition because it is inclusive, considers Dyslexia as a continuum and encompasses key characteristics.

Class teachers have a responsibility to:

- Plan provision for these children who have been identified as having Specific Learning Difficulties.
- Choose appropriate learning objectives which challenge and support all pupils.
- Manage access strategies and vary teaching styles to support all pupils.
- Manage access strategies and vary teaching styles to support the unique learning profile of each child.



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- Work with parents to keep them informed of the strategies and approaches being used.
- Liaise with colleagues, e.g. SENCos and external professionals to ensure that practice and provision is appropriate.
- Maintain professional knowledge and understanding of inclusion for pupils with Specific Learning Difficulties.
- Refer to the handouts attached for further guidance.

If teachers/parents wish to make a referral for a Dyslexia screening test you must provide us with evidence of your concerns. This history of need is required by the exam boards should the student be entitled to exam arrangements further down the line. Early identification therefore is essential. The Transition Team is responsible for liaising with Primary Schools with a view to gathering SEN information. Primary Schools and parents are responsible for highlighting prior history of need and passing this information on. The SEN team is able to meet up with parents who are concerned about the transition of their children into secondary school. Students identified at this stage can be followed up by screening tests* at the beginning of Year 7. In addition to this, all Year 7 pupils who take the Literacy option will be asked to sit a dyslexia screening test. Without parental consent, the designated officer will be unable to carry out a dyslexia assessment.

All students complete standardised reading and spelling assessments on entry so most students should be raised during KS3. We should not have an influx of referrals in Year 10. These students will only be tested in exceptional circumstances.

The designated officer will liaise with parents prior to any tests being carried out and go through the findings. They will administer the tests and record the findings both on SIMS and on the relevant 'Pupil Profile' document on Central Resources. Updated lists of pupils entitled to exam arrangements are emailed to all staff. This information can all be accessed from the SEN area of Central Resources. Class teachers must ensure that the appropriate provision is put into place for all tests and assessments.

To supplement this policy additional information for staff can be found in central resources. This includes a flow diagram which outlines this process and some subject specific strategies.

*Dyslexia screening refers to standardised tests or the North Somerset checklist.

A judgement will be made by the designated officer as to the degree of likelihood of a child being at risk of Dyslexia. If necessary a further Dyslexia Portfolio Test can be used which will convey the strength of Dyslexic features in a child's profile.

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