

SpLD - Dyslexia

Approximately 1 in 10 people in the UK experience dyslexia, meaning around 3 children in each class present with dyslexic tendencies. At Chorlton CE we are constantly monitoring children who may display difficulties with their learning and providing appropriate support to help these children overcome barriers to their learning. This is in addition to providing dyslexia friendly environments and using dyslexia friendly teaching strategies to support children and reduce any additional stresses.

Dyslexia is not linked to intelligence or poor education, it occurs regardless of gender, age, ability or ethnicity in all walks of life¹. We are aware that dyslexia can present daily barriers to learning and will work to support those children who are identified as having these difficulties.

It is important to recognise children who may display dyslexic tendencies and provide the support from an early age, we follow the BDA guidance in order to identify and support indicators of dyslexia from our Early Years Foundation Stage up to the end of Key Stage 2. We are aware that early identification and intervention helps children maintain their self-esteem.

It is important to note that it is not a requirement that a child has a diagnosis to access support within school in relation to this specific learning difficulty.

What is dyslexia?

“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 Review
Sir Jim Rose CBE
June 2009

More information on dyslexia can be found on the following websites

- <https://www.nhs.uk/conditions/dyslexia/symptoms/>
- <http://www.thedyslexia-spldtrust.org.uk/>
- <https://www.bdadyslexia.org.uk/>
- <http://tinyurl.com/nessydyslexiaexplained>

¹ BDA teachers factsheet (<https://cdn.bdadyslexia.org.uk/uploads/documents/BDA-School-Information-Sheet-V5.pdf?v=1700491817>)

What do I need to do if I feel my child has dyslexia or dyslexic tendencies?

Your first point of contact should be your child's class teacher: ultimately they are the most equipped to comment on your child's progress and can address your concerns. If they share your concerns, then they can complete the following:

- 1) Advise you of the support already in place in class (strategies, resources and support)
- 2) Discuss the Assess, Plan, Do, Review (APDR) process with you
- 3) Share your concerns with the school SENDCo if required

After a full term (or longer if the class teacher feels that the pupil needs further time to embed the support and become familiar with the strategies/resources in place) we will:

- 1) Review the progress made and how successful the interventions / resources / support have been
- 2) Assess what else may need to be put in place / if something further needs putting into place
- 3) Plan what will be implemented further to support specific difficulties faced by your child or what the child will independently access within their learning
- 4) Implement the new strategy of support or reaffirm with the child what they will access independently in class to support themselves
- 5) Identify if there is a requirement to understand a child's needs further and discuss this concern with the School SENDCo for possible specialist referral

If we feel that as a school we are meeting your child's needs, we will continue with further cycles of APDR to monitor the progress and impact of interventions and strategies we have put into place.

Further intervention

If there is an increased concern that the in school strategies, resources and support are not helping then further investigation may be required with a specialist.

Unlike most other schools we are fortunate to have a teacher in school who has a specialist qualification to be a AMBDA (Associate Member of the British Dyslexia Association), they will provide specialist intervention and assessment if required to support individual children's needs. They will also provide specialist advice and support to teachers to ensure that the support in class is specifically targeted to the difficulties individual children experience.

In line with evidence and report recommendations it is believed that for the majority of pupils with dyslexic tendencies, their needs can be met through Quality First Teaching (QFT) and dyslexia friendly environments. Lesson plans follow dyslexia friendly teaching strategies in order to support all children that may find aspects of their learning difficult.

We will only refer children for a formal assessment of any specific learning difficulty (SpLD) if further advice, support and recommendations are required due to the lack of progress a pupil is making, despite the additional support we've put in place for them.

Parents are welcome to seek specialist reports from outside professionals, however please note that school reserve the right to manage and maintain the support and interventions as deemed suitable within our environment. We are unable to guarantee the application of all recommendations in private reports as per our School Information Report [here](#).

Adjustments within the classroom

We ensure that our learning environments are dyslexia friendly and follow recognised practises in order to reduce the difficulties experienced by children who may have dyslexia or other specific learning difficulties.

Some examples of classroom adjustments are:

- Use of physical demonstrations, visual prompts, support and opportunities for children to practise repetitively
- Teachers identifying specific difficulties and accommodating adjustments for these children within their planning
- Adaptation for students in relation to presentation, pace and outcome
- Children given thinking and talking time appropriate to their needs
- Multisensory methods used within whole class teaching to allow children to explore their learning in a number of ways
- Concrete, practical based learning activities and outcomes
- Allowances made for sensory impairments, fine motor skills and medical issues
- Mixed ability grouping to allow for collaborative learning
- Specialist resources available within classrooms such as coloured overlays; word mats; physical resources; use of IT equipment
- In the moment feedback to support children with their learning
- Alternative methods of recording and reporting such as mind maps; storyboards; flowcharts; videos; diagrams and oral presentation.
- Pupils learning preferences are captured and addressed within the whole class/small group or individual teaching in the lesson
- Cursive handwriting is introduced as part of a multisensory approach
- Materials to support reading, writing, organisation and attention are provided such as visual timetables; task plans; vocabulary cards; visual aids and adapted writing frames
- Some opportunities for pre and post teaching of vocabulary
- Some small group intervention in relation to an identified difficulty within reading, writing, spelling and maths. This can be an intervention facilitated by our AMBDA.
- CPD and resources for teaching and support staff
- Additional adults used to support flexible grouping and support for adaptations
- Use of a spelling scheme (Spelling Shed) which identifies and targets difficulties that dyslexia learners encounter which is "[involving the relationship between sounds and written symbols as well as using morphology to help spell through meaning](#)"

We strive to provide dyslexia friendly environments for all which include:

- A well organised environment with clear routines
- A good mix of visual, auditory, tactile and kinaesthetic activities within lessons
- Children with SpLD or suspected as having some tendencies are seated where they can easily see the board and maintain eye contact with the teacher

- Resources are easy to reach and are accessible to all pupils with written and visual prompts
- Varied writing implements and different grips to help fine motor skills
- Working walls updated with relevant information to support children
- Key information displayed within the classroom to support recollection and sequencing
- A selection of texts available for children to choose from
- Key words displayed within the classroom
- Pastel/buff backgrounds used to support any visual stress
- Specific fonts used which are more decodable
- Colour photocopies, wallets, reading rulers for use with white paper or reading books
- Access to dyslexia friendly *Barrington Stoke* books within our school

There are some additional interventions that can be used to support children who display dyslexic tendencies which include:

- Toe by Toe
- Precision teaching
- Kelly and Phillips work with our AMBDA
- Typing club

What if the adjustments made do not work?

The class teacher will track and monitor a child's progress through the APDR cycle. If the impact of the strategies and support is minimal then a referral for further advice may be made to our AMBDA for further investigation and assessment.

Quite often, a child's needs can be met without a referral.

Diagnosis

If a child has a formal assessment and receives a diagnosis, every effort will be made to ensure the support is matched to their needs. A diagnosis will not end children's difficulties as these will be present throughout their life, however every effort will be made to ensure they are fully supported within Chorlton CE.

Please be mindful that on most occasions the majority of recommendations are already covered through our inclusive curriculum of dyslexia friendly environments and dyslexia friendly teaching strategies.

Additional interventions will not take place throughout a whole school year as children require time to embed the skills learnt within any targeted intervention.