



Chorlton CE Primary School

DYSLEXIA SUPPORT: A GUIDE FOR PARENTS AND CARERS

At Chorlton CE, we are dedicated to creating an inclusive, supportive environment where every child can flourish. We constantly monitor our pupils to identify those who find aspects of literacy challenging, ensuring they receive the targeted help they need to overcome barriers to learning.

WHAT IS DYSLEXIA?¹

The Delphi definition of Dyslexia states:

“Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.”²

More information on dyslexia can be found on the following websites

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

DYSLEXIC THINKING³

It is vital to understand that dyslexia is not linked to intelligence, ability, background, or poor education. Instead, it is a brilliant and different way of thinking. Dyslexic brains process information differently, which often results in an extraordinary pattern of strengths, including:

- Advanced problem-solving abilities.
- High creativity and vivid imagination.
- "Big picture" thinking and superior reasoning skills.

¹ Video about dyslexia (<https://whatisdyslexia.org/>)

² Delphi definition of dyslexia (<https://www.sasc.org.uk/media/3imfgx54/sasc-briefing-paper-delphi-dyslexia-study-may-2024-final.pdf>)

³ BDA Teachers fact sheet (<https://cdn.bdadyslexia.org.uk/uploads/images/Resources/DAW-Primary-School-Information-Sheet.pdf?v=1693554818>)

Dyslexia exists on a spectrum rather than as a distinct category, meaning it affects every person differently. Some children may also experience co-occurring difficulties in language, concentration, motor co-ordination or personal organisation.

HOW WE SUPPORT YOUR CHILD IN THE CLASSROOM

In the UK, approximately 1 in 10 people experience dyslexia, which equates to around 3 children in every classroom. Because of this, we ensure our everyday environment and teaching are dyslexia-friendly through Quality First Teaching (QFT).

Please note your child does not need a formal diagnosis to access any of our school support.

Some of our standard classroom adjustments and strategies include:

- **Multisensory and practical learning**
We use physical demonstrations, visual prompts, and hands-on, concrete activities. We include repetitive opportunities for learning and practice.
- **Tailored pacing and communication**
Teachers accommodate adjustments in their planning for presentation and pace, while ensuring children are given appropriate ‘thinking and talking’ time. Pupils are also appropriately seated to best support their learning.
- **Flexible recording methods**
Children can showcase their knowledge using alternative methods like mind maps, storyboards, flowcharts, oral presentations or videos.
- **Dyslexia friendly materials**
We utilise visual timetables, specific decodable fonts, pastel or buff backgrounds to reduce visual stress, vocabulary banks, task plans & writing frames, reading rulers and specialised *Barrington Stoke* dyslexia books.
- **Targeted schemes and interventions**
We use the Little Wandle and Spelling shed scheme to focus on phonics and spelling rules. When required we also use evidence based interventions such as Pre & Post Teaching groups, Toe by Toe, Precision Teaching, Typing club and Kelly & Phillips.

SPECIALIST SUPPORT (AMBDA)

Unlike most other schools, Chorlton CE is fortunate to have a teacher on staff who holds a specialist assessing (**APC**) qualification.

Our SpLD teacher plays a crucial role by:

- Providing direct interventions for individual children when needed.
- Offering expert advice and support to class teachers to ensure classroom environments and lesson plans are perfectly tailored to individual profiles.
- Providing specialist, targeted assessments if required following a period of intervention.

THE APDR PROCESS

In the event that individual potential literacy difficulties are identified, collaborative discussions will be held alongside the school SENDCo and our qualified AMBDA specialist. Together, the school will formulate a tailored support plan detailing any necessary adjustments, specialised resources, or targeted interventions. This plan

will undergo regular reviews to evaluate its impact, with strategic adaptations implemented as required to best support the pupil's ongoing progress.

WHAT TO DO IF YOU HAVE CONCERNS?

If you feel your child is displaying dyslexic tendencies, your first point of contact should always be your child's class teacher. They know your child's academic ability best and can address your concerns directly.

WHAT IF THE ADJUSTMENTS ARE NOT WORKING?

If progress remains minimal despite our cycles of APDR support, the class teacher will refer your child to our school SENDCo & AMBDA for specialist investigation, advice, and assessment. We will only refer a child for a SpLD assessment if intensive school interventions have not resulted in adequate progress.

Crucial information regarding private reports:

Parents are welcome to seek independent specialist reports. However, the school reserves the right to manage interventions as deemed suitable within our educational environment. We cannot guarantee the application of all private recommendations as per our school information report [here](#).

DIAGNOSIS

Should a pupil undergo a formal assessment and receive a diagnosis of dyslexia, Chorlton CE is fully committed to ensuring that school-based provision is matched to their individual profile. While a formal diagnosis does not eliminate the lifelong learning differences associated with dyslexia, we provide robust, ongoing support to help every child thrive academically and emotionally.

Please note that the vast majority of recommendations found within specialist reports are already seamlessly integrated into our daily practice through our inclusive curriculum, dyslexia-friendly environments, and Quality First Teaching strategies.

Furthermore, targeted interventions are delivered in structured blocks rather than continuously across the entire academic year. This deliberate pacing ensures children are given the necessary time and space to consolidate, embed, and independently apply their newly acquired skills within the wider classroom environment.