Dyslexia Policy
Annbank Primary School

Getting it right for every child: Inclusive practice in South Ayrshire

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Section 1: Rationale

Aims

All staff at Annbank Primary play a vital role in working collaboratively to ensure that the needs of pupils with dyslexia are met effectively. All staff will be committed to ensuring we are a Dyslexia Friendly School through appropriate identification, assessment and provision.

The Aims of this policy are to facilitate and encourage:

- whole school responsibility for supporting children with dyslexia
- dyslexia friendly learning environments
- early identification of children at risk of experiencing literacy delay
- effective and equitable access to planned support using staged intervention
- appropriate intervention strategies relevant to the child's specific needs
- effective profiling and tracking of children's literacy development
- innovative relevant curricular initiatives
- a range of CPD opportunities relating to Dyslexia for all staff
- effective networking for sharing and celebration of good practice
- children's resilience, empowerment and choice

Background

In 1999 South Ayrshire Council published its *Policy on Promoting Inclusive Education* which stated as one of its key principles that the Council 'believes that every child and young person has a fundamental right to education and an entitlement to opportunities to enable each individual to achieve success'. Since then, there has been significant legislative and policy change nationally which is relevant to good practice in meeting the needs of pupils with additional support needs. The needs of pupils who are on the continuum of Dyslexia should be addressed within this context:

- The *Disability Discrimination Act*, which was extended to include education in September 2003, identifies Dyslexia as a disability. The appropriate provision in school for the needs of dyslexic pupils is now therefore enshrined in law.

- *The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002* places a duty on education authorities to prepare a strategy to increase, over time, the physical accessibility of the school environment and the accessibility of the curriculum for pupils and prospective pupils with disabilities.
- *The Education (Additional Support for Learning) (Scotland) Act 2004)*, and the 2010 revision, introduced a new framework for supporting children and young people in education. A key clause of the Act (4(1)) distinguishes it clearly from previous legislation relating to special educational needs. The education authority has a duty to give the necessary additional support to every individual child or young person who needs it to benefit from education. It also has to take appropriate steps to

identify children and young people with additional support needs and to review their continuing needs and the adequacy of steps taken to meet them.

- Curriculum for Excellence places a strong focus on literacy and numeracy throughout the curriculum. "All children and young people require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provide the foundations for lifelong learning."

Curriculum for Excellence 2009

Definitions of Dyslexia

South Ayrshire, along with most Scottish Local Authorities, adopted the British Psychological Society's definition of Dyslexia as a workable and inclusive guideline:

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching"

British Psychological Society, Division of Education and Child Psychology Working Party Report 1999

Key principles on which good practice is based:

- the early identification of children at risk of developing literacy delay or difficulty, and the implementation of appropriate intervention
- an accurate description of the child's difficulties through a variety of assessment strategies
- equality of access to the curriculum through appropriate individual planning and differentiation
- recognition and encouragement of the effective role which parents may play in partnership with schools
- full involvement of young people in discussion of their additional support needs and progress
- embedded peer awareness and support

Section 2 : Roles and Responsibilities

It is the responsibility of all staff to ensure the needs of individual children with dyslexia are met. More specifically:

Classroom Teachers should:

- be aware of the patterns of development and attainment which may indicate dyslexia

- be aware of the school's policy and practice on dyslexia, and of local and national guidelines
- implement the staged intervention process where appropriate
- consult with the school's Pupil Support teacher or Pupil Support Coordinator if there is a concern
- support parents in understanding the nature of the concern
- if necessary, implement short term initial supports within the everyday curriculum and class context, using a differentiated programme of work, with learning and teaching strategies based on the class teacher's ongoing evaluation
- contribute to a profile of the child's progress
- alert the School's Pupil Support Coordinator where problems are prolonged, resistant to intervention, or associated with behavioural changes
- contribute to the pupil's individual support plan where appropriate, and monitor the effectiveness of strategies
- be aware of the child's views

Support Assistants should:

- be aware of the patterns of development and attainment which may indicate dyslexia
- be aware of the school's policy and practice on dyslexia, and of local and national guidelines
- have access to information on the needs and perceptions of individual pupils in relation to classroom support
- liaise closely with classroom teachers over the nature of an effective support role in class
- liaise with pupil support teachers over resources and strategies
- have access to CPD in developing their own complex skills in intervention, ICT and assessment support

Pupil Support Teachers should:

- be aware of the patterns of development and attainment which may indicate dyslexia
- be aware of the school's policy and practice on dyslexia, and of local and national guidelines
- liaise closely with the school Pupil Support Coordinator
- support the class teacher where necessary with a range of appropriate identification and intervention strategies and guidance on resources
- assist with preparation of individual plans
- support class teachers with differentiation of the curriculum and implementation of support strategies
- support pupils as individuals and in small groups, as considered appropriate by the Pupil Support Coordinator and in line with staged intervention processes
- contribute to whole school awareness and support of dyslexic pupils, including Dyslexia Friendly School developments

School Pupil Support Coordinators should:

- be aware of patterns of development and attainment which may indicate dyslexia
- be responsible for implementation of the school's policy and practice on dyslexia,
- ensure all school staff are aware of, and have access to, the school's policy on dyslexia and to local and national guidelines
- ensure that all parents have access to and are aware of the school's policy and practice on dyslexia
- ensure procedures are in place for early identification of literacy difficulties or delay
- work jointly with class teachers to identify the nature of the child's difficulty and his/her areas of strength
- monitor pupils' progress through the Staged Intervention system
- monitor and support class intervention strategies
- where necessary in complex situations, , be responsible for the preparation (in collaboration with the Class Teacher and parents), of an individual plan with specific targets and identified support strategies, and for monitoring its implementation
- access and coordinate input from other professions (e.g. Speech and Language Therapy, Occupational Therapy, Psychological Service) where appropriate
- ensure that parents have access to information on the child's progress and are enabled to support the child effectively
- ensure staff are given appropriate CPD opportunities and are aware of current developments in Dyslexia.

Throughout the staged intervention process allied health professionals (AHPs) such as Speech and Language Therapists and Occupational Therapists may be able to provide support to schools through in service/CPD, shadowing and/or joint planning on the needs of children with additional co-ordination, visual-spatial, and speech, language and communication difficulties. This helps to build capacity within schools to identify and provide earlier support to all children. See below.

Role of the Educational Psychologist

The role of the educational psychologist is to offer advice and intervention to young people, parents, schools, the Education Service, and partners in the assessment, identification and educational planning for pupils with dyslexia.

This may include working:

- With individual pupils and the staff who support them in contributing to the assessment process and giving advice on learning approaches.
- With staff in reviewing assessment methods and evidence of dyslexic difficulties, as well as providing staff development and training.
- At school level in validating Assessment Arrangements, as per Scottish Qualifications Authority (SQA) guidance.
- With parent groups, voluntary organisations, and other bodies in ensuring shared understanding of up to date developments in approaches to literacy, numeracy and other matters relating to dyslexia.

- At authority level and nationally in contributing to and ensuring that there is appropriate and effective policy and guidance, including research and development.

Role of Speech and Language Therapist

The role of the Speech and Language Therapist is to work with parents/carers, teachers and others to assess if a child has speech and language difficulties or communication problems. The therapist will consider the difficulties the child has and the impact these will have on his/her life. If appropriate the therapist will decide how the child can be helped to reach their full communication potential.

Anyone including parents can refer to Speech and Language Therapy Services. If anyone other than a parent is referring the child, the referral must always be made with the parents' consent.

Role of Occupational Therapist

For some children with dyslexia, their difficulties overlap into social and practical skills. Where these difficulties affect the child's everyday life, the role of the Occupational Therapist is to work with parents/carers, teachers and others to assess the difficulties the child is having with these skills, and work to enable the child or young person to be as physically, psychologically and socially independent as possible.

Referrals for Occupational Therapy Services can come from a variety of sources and this varies across the country. All referrers must ensure the referral is made with the parents' consent.

Role of Physiotherapist

For some children with dyslexia, their difficulties overlap with physical movement problems. Physiotherapists work with children and young people with movement disorders, their parents/carers, teachers and others. The aim of the physiotherapist is to help the child or young person reach their full potential through providing physical intervention, advice and support.

Referrals to Physiotherapy can come from a variety of sources and this varies across the country. All referrers must ensure the referral is made with the parents' consent.

Dyslexia Friendly Schools Steering Groups

To facilitate our development as a Dyslexia Friendly School, the following steering group has been set up and developed to ensure we are continuing to raise awareness about dyslexia and best meet the needs of our learners.

- Pupil, staff and parent steering group – we meet on a Thursday at 1.15 in the Pupil Support Base – new members would be made most welcome.

Section 3 : Identification and Assessment

In summary, in South Ayrshire Council dyslexia assessment should include:

- The assumption that dyslexia is a broad continuum with highly variable presentation
- A clear evidence base in the form of a literacy profile
- Early identification and intervention using basic checklists and class teacher knowledge of the child
- The belief that assessment is complex, dynamic and ongoing
- A balance between in-child and environmental factors
- Individual learning styles and preferences
- Learner's perspective, behavioural presentation, and motivation
- Parents' and carers' perspectives
- The understanding that specific difficulties commonly overlap

Who observes signs of difficulties and/or assesses?

Initially the class teacher or early years practitioner takes responsibility for recognising the possible signs of dyslexia and putting steps in place to identify the specific nature of the difficulties the child is having, though a parent/carer or someone else involved with the family (e.g. social worker, health visitor) may have brought concerns to the teacher's notice. The teacher with help from within the school whenever appropriate (support for learning co-ordinator, support for learning teacher or other with more detailed knowledge of dyslexia), adapts learning and teaching approaches to ensure the learner's needs are met appropriately. A record is kept of the approaches that are put in place. The Pupil Support Coordinator and Pupil Support Teacher are involved and parents are consulted, but without serious concerns being raised.

This is generally considered to be the **first stage** of the staged process of assessment. Stage 1a paperwork will be completed by the class teacher in collaboration with the pupil support teacher or pupil support coordinator. Other possible barriers to learning such as vision and hearing should be ruled out at this stage.

A Dyslexia Checklist should be carried out at this stage and following discussion be filed in the class Staged Intervention Folder alongside Stage 1 paperwork.

If the child does not seem to respond as hoped and there is little or no recognisable progress despite appropriate intervention, over a reasonable period of time, the class teacher in collaboration with the Pupil Support Team will move the child on to Stage 1b Paperwork. Interventions will then be of an individualised nature though not necessarily conducted on a one-to-one basis as this may not be appropriate. There is continuing liaison between school and home, and progress continues to be monitored with records being kept.

Parents may wish a complete assessment of needs to be done to ensure that everything that can be done is done.

The Granada Learning (GL) Dyslexia Screener, Ecological Assessment, and basket of Literacy assessments such as the Teacher and Pupil Dyslexia Checklists, Phonological Assessment, Memory Assessment, Nonword Reading Assessment, Shonell Spelling Assessment, an example of cold writing and reading and a Visual Stress assessment will be administered by the Pupil Support team at this stage and results shared with all adults involved with the child and the child themselves and filed in the Dyslexia Profiling folder. A copy of this will be discussed with parents at a meeting with the class teacher and pupil support team.

Consideration may require to be given to whether the term "dyslexia" is appropriate (though as it is linked to reading and writing, this is unlikely to be appropriate at the nursery stage).

This is generally considered to be the **second stage** of the staged process of assessment. Stage 1b paperwork will be completed collaboratively with the Class teacher and Pupil Support Teacher and an action plan will be created to highlight short term targets. This will be stored in the Staged Intervention Class Folder.

If progress is very limited and problems are more complex and persistent, the child may become de-motivated and behaviour may suffer due to lack of understanding of the full nature of the learning difficulties. Additional specialist help and detailed assessment will be required from outwith Education services and a Request for Assistance would be made to the school Educational Psychologist.

This is generally considered to be the second stage of the staged process of assessment and will require a Wellbeing Assessment to be created collaboratively with Pupil Support Teacher and Class Teacher and the pupil.

Section 4 : Making Appropriate Provision

The Dyslexic Profile

MacKay (2005) describes dyslexia as a learning difference which can cause difficulties in the acquisition of certain skills. As dyslexia is best thought of as a continuum, not all individuals with dyslexia will present in exactly the same way. They may experience strengths and difficulties in a number of different domains to a greater or lesser extent. This will be dependent upon the type and severity of the dyslexia, as well as the individual's age and type of educational support they have received (Reid, 1998).

It is important to note that the difficulties experienced by individuals with dyslexia are often balanced with particular strengths (McGregor, 2007; Neil, 2005), such as:

- Effective oral presentations
- Good conceptual abilities
- Good problem-solving abilities

- Imaginative, creative thinking
- Analytic thinking
- Ability to see the "bigger picture"
- Inquiring mind

The purpose of this section is not to provide a checklist through which a pupil may be labelled as dyslexic, but rather, to support teachers to be aware of learners who may require more differentiated teaching approaches to support their literacy development.

A pupil with dyslexia may experience difficulties in all or some of the following areas. Many of the following difficulties can be found in younger children. For example, many pupils reverse letters until around the age of 8 years. Concerns regarding dyslexia should only arise if such difficulties continue when additional support has been given, and / or when they are combined with a number of other difficulties.

Reading:
_ Poor decoding skills
_ Slow reading speed which lacks fluency
_ Loses the place or uses a finger / marker to keep the place
_ May need to re-read several times to aid comprehension
_ Has difficulty picking out the most important points from a passage
_ Unusual pronunciation of words read aloud
_ No expression in reading
_ Reads words in the wrong order
_ Skips or repeats words or lines
_ Substitutes, inserts or reverses syllables / words
_ Confuses similar words (e.g. for/of, form/from)
_ Difficulty seeing the spacing that organises letters into separate words
_ Problems recognising high frequency irregular words (sight vocabulary)
_ Poor phonemic awareness (e.g. difficulty segmenting words into individual sounds, or blending sounds to make words)
- Finds difficulty with dictionaries, directories or encyclopaedias

Spelling:
_ Poor sound-symbol correspondence (associating sounds with the letters that represent them)
_ Adherence to phonic spelling
_ Spells words in several different ways in the same piece of work
_ Letter reversals
_ Lack of security in "spelling probabilities"
_ Bizarre spellings, which may then be unreadable to even the child just a few minutes after writing

Writing:
_ Indeterminate hand preference
_ Tense, awkward pencil hold
_ Poor writing posture and paper position
_ Difficulty learning letter shapes
_ Poor formation of letters (in later years writing may be neat but very slow)
_ Confusion of letters similar in shape (b/d, p/q, u/n, m/w)
_ Makes anagrams of words (e.g. tired for tried, breaded for bearded)
_ Poor spacing of words
_ Difficulty writing on line and sticking to margin
_ Produces messy work with many crossings out and words often tried several times

_ Reversals of words (was/saw, dog/god)
_ Tendency to mix upper and lower case letters
_ Confusion with simple punctuation
_ Inaccurate proof-reading
_ Inaccurate copying from book or board
_ Writes a great deal but loses the "thread" or writes very little but to the point
_ Written work does not reflect oral language skills
_ Reluctance and difficulty in following up listening and talking tasks with writing

Numeracy:
_ May seem to understand the concepts of number but have difficulty associating the numbers with the symbols
_ Difficulty remembering a short sequence of numbers
_ Poor spatial ability
_ Problems learning early number facts and early procedures
_ Poor number formation
_ Difficulty copying numbers from the board or jotter
_ Lacked intuitive grasp of early numeracy
_ Confusion with / reversal of visually similar numbers
_ Confusion with the concept of place value
_ Problems with reading and understanding the language of maths
_ Difficulty with written calculations
_ Confuses positional language and direction
_ Finds mental arithmetic at speed difficult
_ Can think at a high level in mathematics, but needs a calculator for basic facts

Speech & Language:
_ Phonological awareness problems (difficulty with rhyme, rhythm and alliteration)
_ Delayed speech development
_ Speech irregularities
_ Confusion of sounds in speech (e.g. f / th / v)
_ Poor articulation
_ Confusing sentence structure
_ Poor vocabulary and misuse of words
_ Early word finding difficulties, which often persist into later stages of development
_ Monotony of voice
_ Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced
_ Inability to follow verbal instructions, especially a sequence of instructions
_ Difficulty learning a foreign language

Perception:
_ Poor sense of direction (e.g. confusion of left & right, problems putting correct shoe on foot in early years)
_ Difficulties in visual processing (e.g. shape, pattern, sequencing)
_ Poor visual-motor skills which impacts handwriting
_ Difficulty with auditory processing of language-based information (e.g. instructions get forgotten or misheard)
_ Poor spatial orientation which impacts handwriting
_ Impaired temporal orientation (e.g. difficulty learning to tell the time, poor timekeeping and personal organisation in later years)

Motor skills:
_ Poor co-ordination resulting in apparent clumsiness

_ Impaired gross motor skills (e.g. in early years had difficulty with dressing independently, and catching, throwing & kicking a ball)
_ Impaired fine motor skills (e.g. late learning to fasten shoe laces or buttons, poor pencil grip)

Memory:

_ May seem to catch on initially but when memory gets to the point of overload forgets even the simplest of words
_ Finds it hard to remember a sequence of numbers, letters or instructions
_ Difficulty memorising alphabet, days of week, months of year & multiplication tables
_ Poor memory for number bonds / tables / formulae
_ Tendency to forget names of common objects / people
_ Forgets what he / she was going to say while waiting for a pause in conversation or in middle of a sentence
_ Poor working memory (e.g. poor organisational skills, difficulty planning a piece of work, difficulty telling or writing a story)
_ Information may become jumbled in memory, seemingly resulting in misunderstanding

Processing:

_ Impaired concentration ability / short attention span
_ Tires easily
_ Poor ability to prioritise and organise work
_ Slow to complete tasks
_ Sequencing difficulties (e.g. ordering letters, words, stories, dates, ideas, events or following a sequence of instructions)
_ Variability in performance – able to do something one time and not another time
_ Difficulty following oral directions
_ Misunderstands complicated questions
_ Level of production and work varies from day to day
_ Processing of spoken and / or written language is slow

Behaviour:

_ Disaffected, low motivation to learn
_ Avoidance of literacy tasks (e.g. sharpening pencils, looking for books)
_ Seems to "dream" and appears not to listen
_ Easily distracted
_ Truanting
_ Low self-esteem
_ Frustration at own lack of achievement
_ Is the "class clown" or disruptive or withdrawn
_ Excessively tired due to amount of concentration and effort required

Individual Pupil Profile:

All pupils with dyslexia should have a profile containing:

- A summary of the pupils aptitudes and abilities.
- The factors leading to barriers to learning.
- Main implications for learning and teaching.
- Staged Intervention paperwork.
- South Ayrshire Assessment Framework Information: Ecological Assessment; Teacher Checklist; Pupil Checklist; Phonological Assessment; Memory Assessment; Nonword Reading Assessment; Schonell Spelling Assessment; Example of Cold Reading and Writing.

- Granada Learning Dyslexia Screener Profile (P4-7)
- Visual Stress Assessment

Resources:

- There is a vast selection of Dyslexia Friendly resources located in the Pupil Support room which can be borrowed or copied. Please speak to Pupil Support teacher or coordinator to facilitate.

- All classes have a Dyslexia Friendly Smiley box which should always be accessible for children with dyslexia.

- Where Visual Stress has been identified, provision should be made to alter background colour on whiteboards or computer screens to maximise reading speed and reduce glare, and coloured jotters/ overlays should be provided.

Strategies:

Everyday Reading Support Strategies

- Encourage reading rulers and fingers
- Have overlays available
- Check optimum lighting conditions
- Check reading glasses are where they should be – if not find out why
- Check if changing paper colour helps
- Check if changing font helps. Where possible use Arial 14 point.
- Reading age of text should be appropriate
- Interest level of text should be appropriate to age
- children may need to read a text several times for the message to sink in
- chunk text in small bites wherever you can(no more than 5 lines), and underline or highlight key words and phrases
- Highlight , outline or bullet point key information
- Use core worksheets for all with optional extension tasks with minimal reading options
- Use post-its to track key sections in text
- at early levels, highlight and colour code key phonemes and blends
- number lines in text – eg every 5 lines – this helps to track the place
- try enlarged text
- give children choice on reading aloud, reading content and opportunity – there are vast differences of opinion both on skills and personal preferences
- give all children a "right to pass" on reading aloud in public
- use group or choral reading
- Use paired reading – reading aloud simultaneously with another child or adult supporter
- allow "confidential" individual reading opportunities
- remember not asking children to read aloud can be stigmatizing and divisive
- allow reading to tape or computer
- be imaginative with reading groups
- consider inclusion in a range of reading groups for different purposes – including comprehension and story appreciation
- Give access to taped books to prepare reading

- Encourage self questioning
- Avoid obvious labelling of a child by the level of their reading scheme – put a cool cover on the book or avoid reading schemes……
- use choral reading for group inclusion
- if reading and spelling resources don't work, blame the resource not the child
- discourage ridicule -encourage peer support
- Use text readability on WORD docs – go to TOOLS – Options – Spelling and Grammar – Check Readability Statistics (tick box) – type word doc – run spellchecker – Aim for : Passive sentences/ high Flesch reading ease/ low Flesch Kincaid reading level (add 5 to get rough reading age)
- Assess value of ICT software available or potentially available – borrow to see what the child thinks

Everyday Writing Support Strategies

- Do not assume left/ right directional awareness
- Offer choice of paper size, shape, colour, lined ,non lined, lower half of line shaded
- Offer range of writing tools – pencil grips, slates, alpha smart
- Write letters and shapes in sand, glue, with play dough, in the air etc if that helps
- Give individual prompt cards for b and d, all lower and upper case letters, vowels if that helps
- Use individual prompt cards for punctuation and maths symbols
- Use colour coding to support retention of letter shapes
- Offer scribing for assessments or where appropriate /available
- Encourage use of mind maps, bullet points, cartoon stories
- Use different coloured pens for different purposes
- Writing frame
- Box fonts with some letters already filled in to support early word writing and spelling
- Shared writing
- Paragraph starters for planned extended writing
- Key vocabulary lists
- Peer planning of writing
- Use post its for planning writing
- Give handouts as alternative to writing
- Check ICT options

Copying Support Strategies

- Limit copying from board or provide inconspicuous alternatives
- Write lines in different colours – or key words in different colours
- Use bullet points
- Provide a short summary alternative
- Keep language concise and simple
- Encourage copying from peers e.g. for homework tasks/ information
- Email to pupil on laptop

Everyday Spelling Support Strategies

- Focus on word patterns and shapes as well as phonics
- Label everything in the classroom clearly and model good spelling whenever possible
- Encourage use of Look, Say, Do, Write, Cover, Check

- As an alternative use Make or Break –(give plastic letters, make word, break into syllables, make word, sound out syllables, break word, make word naming
- Use box fonts for spelling tests – start with the child adding one or two letters letters)and work up to whole words
- Use personal spelling word book
- Write word for child rather than impede a good story
- Encourage child to "go for it" and spell creatively rather than choose a short boring word instead.
- Sometimes make child work to get word – tap syllables, long or short? Starts with ? finishes with ? chunk phonemes, what word is it like? Rhymes with ? What possible spellings are there ? e.g. one, won, wun,
- Checklists of prefixes and suffixes
- Peer spelling check with a supportive peer
- Don't assume alphabetic awareness
- Link spelling practice with Phonics work child is probably doing
- Encourage children to identify the words they want to learn to spell for homework - get them to use LSDWCC without cheating
- Encourage silly mnemonics –the sillier the better
- Encourage frequent access to good software like Wordshark
- Have a clear marking strategy or colour code – identify words correctly spelled, give tips for learning the words that are nearly there, and get pupil to write 3-6 words in their Spelling word book - but no more or they will give up using words that are hard to spell. Don't mess up a painstakingly put together piece of work with scores and angry comments!
- Consider a Franklin spellchecker or practice with word processing spellcheck when progress makes that possible.

Organisation Support Strategies

- make sure all the children are dyslexia aware
- give child a "Dyslexia support" card to indicate issue to supply teachers etc
- encourage peer buddies
- use photocopy partners
- encourage homework buddies - by phone or email
- use a large visual timetable for class activities (colour coded)
- provide individual pupil timetables and strategies for not losing them
- set time limits for tasks and keep tasks short
- give reminders for task completion time
- focus regularly on time sequences - time, day, month, season, birthdays
- use and reinforce time sequence words :next, before, after
- use sand timers
- manage one success every day
- get pupil to keep record of tasks completed every day
- keep instructions short, simple and one at a time
- have an individual cue sheet for name, date of birth, address, school name, etc
- colour code all classroom storage and have visual symbols
- Give points for tidy trays and equipment
- Supply coloured cue cards for requesting help : on task / struggling / stuck –need help
- Provide alternative activities for agreed respite

Marking Strategies

- Identify good points but don't overdo it!   Patronising can be as damaging as criticism!
- Identify points for improvement and practice – but not too many
- Use highlighters in different colours rather than red pen
- Be consistent in marking
- Use colour codes rather than writing comments that the child can't read
- Encourage emailing word processed written work as it can be easier to give feedback

Transition

Points of transition can be particularly stressful for children with dyslexia and we aim to make each transition as smooth as possible. When children are moving between primary classes, additional time will be allocated for meetings between the pupil support team and the class teacher to discuss the profile of individual children with dyslexic difficulties.

During P7, an enhanced transition programme will be in place for those children with dyslexia to gain knowledge of the pupil support team and facilities at Ayr Academy. This will also allow the pupils to meet with others across the cluster who may have similar dyslexic characteristics.

Where Ayr Academy is not the chosen setting for secondary, liaison can be arranged with the appropriate Pupil Support Team. All individual profile information will also be transferred.

Assessment Arrangements

Any sort of language based assessment should be allocated additional time for pupils with dyslexia and a scribe, planning support or use of ICT should be considered as well as accepting work in a different format. (eg a picture board to show knowledge and understanding of a topic rather than written evidence.)

Any reading element attached to a maths assessment should be addressed through reading questions to a pupil to ensure that it is the specific mathematical objective that is being assessed.

For further advice or support regarding assessment, speak to the Pupil Support Team.

Monitoring and Evaluating

All teachers should be continually monitoring and evaluating progress and adapting provision where appropriate.

Monitoring and Evaluation of short term targets in action plans and IEPs is carried out formally in October, January and May when class teachers will meet with pupil support teacher or coordinator to review profiles of individual pupils and set new targets.

Homework

All teachers at Annbank Primary should be considering the guidelines in the SAC Dyslexia Friendly Schools Homework policy when setting homework for children with Dyslexia.

Section 5: Parent Partnership

To ensure we are best meeting the needs of our dyslexic learners, it is vital that there are strong links between school and home. Having a child with dyslexia often increases anxiety over progress in school.

As a result of this, at Annbank Primary we are always looking to develop strategies to forge stronger links and reduce anxiety for parents.

On the first Thursday of every month, there is a pupil support drop in session between 3.00 and 3.30pm to allow the opportunity to speak to the Pupil Support Team, view resources and discuss any concerns.

Parent workshops are also held annually to keep parents informed and to share information about dyslexia.

Parent Partnership: Features of Good Practice

All parents should have available:

- Clear and accessible information about Language teaching
- Information on Additional Support Needs and Staged Intervention
- Information on local authority policy and practice on Dyslexia/literacy delay
- Information on school policy and practice on Dyslexia /Literacy delay
- Information on which programmes and interventions are available for children with Dyslexia/ literacy delay and who is responsible for evaluating progress
- Information on identification and assessment procedures
- Clear information on which school staff they should speak to, and when
- Information on the child's literacy profile
- Information on individual skills progression
- Staged Intervention planning and evaluation information
- Information on the role of Pupil Support staff in school
- Information on the role of the school Educational Psychologist in relation to Dyslexia

Parents may find useful:

- Confidential opportunities to discuss their concerns at an early stage
- Parent workshops on Dyslexia
- Information on how best to support children at home
- Information on where to find additional good quality information on Dyslexia for them and their child e.g. http://www.frameworkforinclusion.org/AssessingDyslexia/ http://www.dyslexiascotland.org.uk/ www.dudeswithdyslexia.co.uk
- Information on Primary – Secondary Transition supports
- Information on support at next stages (ie Secondary/ College/ University)

Engaging parents in joint good practice:

- Liaise over homework – e.g. levels of differentiation, dealing with refusal and avoidance – distribute Parent Tips for homework
- Encourage child to use same strategies at home with reading as they do at school – if they work!
- Supporting your child to deal with difficulties e.g. talking openly about concerns, pointing out successful role models
- Using organisational supports at home e.g. wallcharts, planners, colour coding
- Supporting the child to have a positive view of him/herself
- Activities to promote self esteem
- Give the child a positive "joined up" view of home and school working together

ARRANGEMENTS FOR EVALUATION OF THIS POLICY

It is essential that all of the issues addressed throughout the document be regularly reviewed to ensure that:

- The school's dyslexia policy is clearly understood by all staff.
- Appropriate strategies are used to meet learning needs.
- The most effective use is made of all resources.
- There is a consistency of approach across all classes.
- Annbank Primary is a Dyslexia Friendly learning environment.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, written consultation, profiling of pupils and using 'Performance Indicators' from 'How Good Is Our School.'

The Pupil Support Team, DFS Committee and the Depute Head Teacher will be responsible for the evaluation.

Reviewed January 2020