



Redbourn Infant & Nursery School

Dyslexia Friendly Policy

“Loving learning, respecting all.”

Aims and objectives of Our School

All our aims at Redbourn Infant and Nursery School reflect our ethos and our approach to teaching and learning. They identify the aspect of our school community that we value highly and seek to promote to our children. Our aims are for children to:

- *Develop a lifelong love of learning*
- *Celebrate their achievements and embrace new challenges*
- *Be independent, self-confident and motivated learners*
- *Value themselves and others in the whole community*
- *Be healthy and stay safe*
- *Understand their responsibility for themselves and their friends*

Aims and Objectives of this Dyslexia Friendly Document

This document has been written in conjunction with Redbourn Junior School as part of our endeavor to ensure that the identification, assessment and intervention for pupils with dyslexia takes a high priority.

Our aim is to provide children with the skills to cope with/overcome their difficulties and challenges throughout their lives.

This policy has been developed with reference to:

- The DfE SEN toolkit
- Hertfordshire guidance on dyslexia friendly schools
- Dyslexia Friendly Schools pack from the Specific Learning Difficulties Base
- And reference to the Code of Practice (2014)

Our school is committed to :

- Undertaking training, delivered internally from the Inclusion Manager, or from external sources such as the SpLD Base in Dyslexia awareness, assessment and intervention.
- Early identification of dyslexia type traits and suggesting strategies to support these (please note that a formal diagnosis cannot be sought until the child is 7 years old).
- Keeping up to date with developments in the area of dyslexia.
- Evaluating the effectiveness of our policies and practice continuously and rigorously.

This policy has been developed in conjunction with Redbourn Junior School SENCO, the Specific Learning Difficulties Base (Maple Grove) and parents with children who have dyslexia needs.



Definition of Dyslexia

Dyslexia is a processing issue and cannot be 'cured.' We are all made differently, and for some people, processing is something that they find hard. Most often, these people learn strategies to overcome their difficulties successfully.

The British Dyslexia Association terms dyslexia as:

"best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy and language. Accompanying weaknesses may be identified in areas of need of processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills; others have strong oral skills. Whilst others have no outstanding talents, that all have strengths. Dyslexia occurs despite ... conventional teaching. It is independent of socio-economic or language background."

BDA (based on Rose Report 2009)

Another report states that:

"Dyslexia is evident when accurate and fluent 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 a basis for a staged process of assessment through teaching."

(DECP Report 1999)

Identification of Dyslexia

Early Identification

- Our school carefully monitors progress of pupils through a variety of tracking and progress meetings. We assess the areas of strength and weakness.
- The school will inform parents if they have any concerns.
- The child will be monitored early on (Reception). If there are concerns, the teacher and parents will work in conjunction with the SENCO to provide strategies to support learning, for example a support plan outlining small achievable targets.
- If concerns remain about the child's progress, strengths and weaknesses, the Inclusion Manager, teacher and parents will discuss the benefits and disadvantages of some assessments that can be done at school to indicate tendencies of dyslexia.
- Class teachers will always discuss concerns with the InCo and ensure that differentiation is happening for the pupil through Quality First Teaching.

Individual Referrals

- Our school will consider information shared by the parents/carers of factors that could indicate dyslexia.
- The school will review teacher concerns at least termly, and discuss extra strategies and interventions that could be put into place for the child to support their needs.



- The school will use appropriate tools to help support identification where appropriate.
- The school will monitor pupil progress regularly to check potential discrepancies in chronological age expectations and current progress. We would also look at discrepancies in maths, writing and reading age.
- The school will compare the nature of the difficulties with characteristics for children of the same age.
- In some cases, the InCo may suggest referral to the Specific Learning Difficulties Base (SpLD) for further assessment. The SpLD Base will use their own assessments to decide on the needs of the child tested.

Identification leads to:

- The pupil receiving the appropriate support, resources and given strategies to help them with their difficulties
- Observations of pupil learning to ascertain their preferred learning style, vulnerabilities in learning, to inform classroom strategies or intervention and appropriate teaching style.
- Resources being used appropriate to pupil's needs.
- Monitoring of pupil progress through reviews and pupil progress data
- A support plan if applicable
- Communication with parents and staff
- Pupil voice

Assessment of Dyslexia

Our schools may use:

- Paper based assessment screening tools
- Moderation of pupil work and progress
- Review of pupil reading and spelling in line with chronological age
- Referral for full assessment

Once assessment has been made the school will

- Carry out information gathering (involving pupils and parents) and assessment to clarify areas of strength and areas to be developed
- Share with parents the types of support that are available
- Explain any interpretations and implications of information gathering and assessment to parents
- Liaise with SpLD Base key worker if applicable for further assessment, strategies and resources
- Put a support plan in place with smart targets for the pupil.

Why Assess for Dyslexia?

Some children never need a formal diagnosis of dyslexia. That is because, although they have traits that indicate some dyslexic tendencies, their needs can be met in school with good Quality First Teaching and strategies overseen by the Inclusion Manager.



Some parents do not wish to have a formal diagnosis. They may feel that the school and they themselves provide perfectly good strategies that enable the child to work to their potential, and that a formal diagnosis would not change this at all. Most often, they are right.

Occasionally however, the needs of the child cannot be met purely in school, and some professional support is required by the school as the child gets older, and their needs more defined. The parents and school together may decide that a formal diagnosis of dyslexia should be sought. If the child's needs are quite extreme, a diagnosis might be helpful because:

- It sets out the child's needs in a lot of detail, including the areas of strength and weakness
- It gives the school setting good strategies to support the child, and these strategies will be carried through to each school setting the child is in
- Later on in Secondary School, a formal diagnosis may help get the child support such as extra time for exams, a reader for them in exams or access to ICT support if they find it easier to write on a computer.

Information about obtaining a diagnosis can be obtained from the SpLD Base key worker.

Transition

- In order for there to be a smooth transition from Infants to Junior school, the pupils identified as having dyslexia or with dyslexic tendencies will be discussed between the InCo and SENCO of the schools.
- The paperwork and information will be shared with the new setting, including the support plan.
- Any support, strategies and resources used in Infant school will be passed on to the Junior school.
- If the child is working under the SpLD Base, the key worker will liaise with the Junior School keyworker and pass all relevant information on.

Intervention for Dyslexia

- Our school embraces 'Dyslexia Friendly Schools' and staff use the practices and strategies in their classrooms to encourage independent learning skills.
- Training is provided on a regular basis for teachers and support staff. This can be delivered internally from the SENCO or externally from the SpLD Base.
- Newly Qualified Teachers and those working in school as trainees are supported in the use of strategies and differentiation to support these pupils.
- The InCo will write a case study if there is a considerable amount of support in place. This is updated termly and provision is added. It is then passed onto Junior School where it is used in the same way. The whole document is then passed on to the Secondary setting on transition to secondary school.
- In the summer term of Year 2, each child in the cohort has a one-page profile that is written in conjunction with the InCo, the teacher, the child and the parents or carers. This outlines the child's aspirations, needs and support, and also their wishes and concerns. This is passed to their new teacher in Junior school as a tool to help early support in the new setting.



- Our school uses rigorous processes of assessment to ensure that the needs of pupils with dyslexia are met. These are carried out through lesson observation, work and planning scrutiny, learning walks, work levelling and discussion and pupil voice.
- Progress is monitored and targets set and reviewed regularly through pupil progress meetings.
- Intervention is directed by the InCo and may be individually tailored or received in a small group. We may deliver intervention for reading, spelling and/or writing. These may be delivered in a multi-sensory manner and we may use ICT software.
- In exceptional cases, we may consider applying for funding from the Exceptional Needs Funding cluster group. This body may consider a bid for funding. However, it is extremely hard to obtain funding for dyslexia.
- The InCo may use tests and assessments that may indicate some dyslexic traits.
- The school will introduce techniques that help the child to become more independent and effective in their learning and accessing the curriculum.
- We will provide resources if appropriate that support the child to learn more effectively, such as coloured acetates, reading slope, reading rulers.

The home/school/pupil Relationship

Parents will:

- Have their concerns regarding their child's progress acknowledged, discussed and responded to as appropriate, following processes outlined in the Code of Practice (2014).
- Have their concerns valued and acted upon. Sometimes the parent/carer may have different views about a child's learning profile and its impact on progress.
- Know that our school works collaboratively with its parents to collect evidence of the pupil's performance to inform discussion.
- Have access to advice concerning the nature of their child's difficulties and how best to support them at home.

Pupils will:

- Be active in their own learning process
- Be encouraged to help set their own learning targets with their teacher, and be supported to identify their own preferred learning style.
- Receive feedback on their progress.
- Be active in discussing their support plan targets and agreeing to work towards achieving them.

How Dyslexia Can Impact a Child

A child with dyslexia may:

- Appear bright and able but can't get their thoughts down on paper
- Have areas in which they excel, particularly in areas such as drama, art and debating
- Be clumsy
- Act as the 'class clown' to mask what they perceive as their academic failures
- Become withdrawn and isolated, sitting at the back and not participating if allowed
- Be able to do one thing very well at a time, but can't remember an entire list



- Look 'glazed' when language is spoken too quickly
- Go home exhausted at the end of a normal day because they have had to put so much extra effort into learning

Pre-school children may display:

- Persistent difficulty in learning nursery rhymes or the name for things like 'table' or 'chair'
- Enjoy being read to but showing no interest in letters or words
- Signs of apparently not paying attention
- Continuing difficulties in getting dressed efficiently and putting shoes on the correct feet
- Problems with catching, kicking or throwing a ball or with hopping and skipping
- Difficulty in clapping a simple rhythm
- Delayed speech development.

Primary aged children may show:

- A poor sense of direction and confuse left and right
- Difficulty tying shoe laces and dressing
- A discrepancy between receptive and expressive language
- Short-term memory limitations, for instance finding it hard to remember maths tables, the alphabet or classroom instructions
- Pronounced reading difficulties – this could be a range of:
 - Hesitant or laboured reading
 - Omitted lines or repetition of the same line – a loss of place in the text
 - Muddling words that look alike eg: 'no' and 'on', 'for' and 'off' and 'was' and 'saw.'
 - Difficulties in saying multi-syllabic words
 - Problems understanding what they have read
 - Difficulties with writing and spelling. Errors may include:
 - A disparity between written and spoken language
 - Messy work, for example curled pages, crossings out or badly set out
 - Handwriting that looks heavy and laborious.

A parent's View

As a parent, you will need to support your child to get the best and most accurate help for their needs. However, you need to be the one on the same side as your child, facilitating his progress. One parent, who contributed to this policy said:

"I was told by a tutor that I needed to champion him as his mum, not as his teacher. I needed to hear that, because homework time had me so frustrated and we were at loggerheads."

One parent said that school should aim to channel a child's enthusiasm for certain topics and

"use it to teach the thing they struggle with through that topic if possible. Tell your child's teacher about what they enjoy and what their fascinations are at home, because this will really help them to inspire your child."

Our schools are eager to work with you to support your child, so please work with us to achieve this!



Links to external agencies:

British Dyslexia Association: <http://www.bdadyslexia.org.uk/dyslexic/definitions>

NHS Choices: <http://www.nhs.uk/conditions/dyslexia/Pages/Introduction.aspx>

Dyslexia Action: <http://www.dyslexiaaction.org.uk/page/about-dyslexia-0>

Useful font: <https://www.dyslexiefont.com/en/dyslexia-font/>

Training

Schools regularly update staff on dyslexia awareness through:

- Inset days and staff meetings
- Training events for Teaching Assistants and teachers, parents and governors, including guest speakers to school
- Inclusion Manager attends training when available.
- School information systems such as emails and staff notes
- Through quality assurance processes such as lesson observations, leadership meetings and pupil progress meetings.

Links to other policies:

- School SEN Information Report
- Homework policy
- Staff training

Further advice from our school:

For further information, advice or queries, please contact:

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