



---

<b>Policy:</b>	<b>Dyslexia Friendly</b>
<b>Policy Ref:</b>	<b>CM59</b>
<b>Review Date:</b>	<b>March 2024</b>
<b>Next Review:</b>	<b>March 2027</b>
<b>Authorised by:</b>	<b>Deputy Headteacher</b>

---

### **Policy Statement**

Clare Mount Specialist Sports College values the importance of being a Dyslexia Friendly school to meet the needs of dyslexic students and others who have ~~delayed~~ literacy difficulties. Indeed, evidence suggests that all children who are taught using Dyslexia Friendly methods benefit.

We ~~also~~ recognise that a child's self-esteem and confidence go hand in hand with successful learning. Our students are made aware of the nature of the barriers that some people may have to learning and how different strategies can help overcome these. The unique strengths that many dyslexic students have are celebrated and utilised to aid learning and develop resilience. Positive role models are made known to the students and their achievements are recognised and rewarded,

Our aim is to ensure that all students have barriers to learning removed to ensure that they can achieve their true potential.

### **What is Dyslexia?**

There are many different definitions of dyslexia. The British Dyslexia Association (BDA) has adopted the Rose (2009) definition:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent reading and spelling. Characteristic features of dyslexia are difficulties in:

- Phonological awareness
- Verbal (Auditory) memory
- Verbal processing speed
- executive functioning
- Processing information

Dyslexia occurs across all intellectual abilities.

We also consider the British Psychological Societies definition:

'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'.

Children with dyslexia may also experience difficulties with: hearing sounds in words working memory -short term memory; long term memory; processing and retrieving words and information; sequencing or rote learning; spatial awareness; direction – left and right; organisation; fine motor skills and following multiple instructions.

Strengths of students with dyslexia can include:

- Problem solving
- ❖ seeing the whole picture;
- ❖ strategy planning
- ❖ battling against the odds
- ❖ creativity

## Teaching Strategies

No two dyslexic children are alike and the difficulties they experience will vary greatly. Therefore, our teaching styles ~~must~~ reflect children's differing needs.

These can include:

- Exploring different ways students can show their understanding
- Use of assistive technology to aid recording
- Use of Assistive technology to help develop phonic and reading knowledge, such as e-books and specific dyslexia centred software
- Use of pictorial cues and visual support
- Using multi-sensory approaches where appropriate
- Use of visual timetables
- The use of our marking policy which includes symbols alongside/in place of the written word
- Ensuring knowledge and skills are taught in a sequential and cumulative manner

To ensure our students enjoy their learning journey, experience success and gain confidence we utilise a range of teaching strategies at a whole school level. These include, but are not limited to:

Reading books that are age appropriate in interest and style but are at the correct reading level for the individual child.

Printing off information, rather than expecting students to copy/search for information from the whiteboard

Use of precision teaching to help improve sound and word recognition

Use of paired reading techniques to improve reading fluency and word recognition

All children (and adults) will have preferred learning styles Learning styles are divided into:

- Visual ... where the learner relies more heavily on what they see.
- Auditory ... where the learner relies more heavily on what they hear.
- Kinaesthetic ... where the learner relies more heavily on what they do practically.

Teachers ensure that their delivery includes all of the above so that teaching is multi-sensory. Incorporating all of the senses means the learning is more likely to be remembered.

## Our Dyslexia-Friendly Environment

Our school is a dyslexia friendly environment for all children and adults.

Our classrooms:

- Are arranged so that during lessons dyslexic children sit in an appropriate place Have clearly labelled resources, which use pictures and symbols as well as words Have water readily available throughout the day
- Use off white paper for worksheets
- Use a dyslexia-friendly font such as Sassoon or Century Gothic; avoid block capitals and underlining for anything a student is expected to read
- Have a range of dyslexia friendly resources ready at hand, such as word mats; visual schedules, reading rulers, coloured overlays

- Are appropriately lit and well-ventilated to provide a comfortable learning environment
- Are tidy, uncluttered and well-organised
- Have easily accessed ICT such as laptops and ipads

Displays in corridors; assembly presentations etc. also use dyslexia-friendly fonts, avoid block capitals and underlining whenever possible.

### **Identification of Dyslexic Tendencies**

All teachers are responsible for identifying dyslexic tendencies in children.

All Teachers are trained on Dyslexia Friendly teaching techniques and strategies. We are lucky to have two Advanced Specialist Dyslexia Teachers who provide specialist one to one or small group intervention during literacy sessions in the mornings.

This training will be delivered in school by our specialist teachers. For new members of staff, Dyslexia Friendly teaching forms parts of their personalised induction.

At Clare Mount, students have all received an EHCP following an assessment by an Educational Psychologist, as there can often be a focus on a student's primary need (which in many of our students' cases is ASC), then strengths and weaknesses may be identified without a diagnosis of dyslexia being given.

Clare Mount will ensure that appropriate staff are aware of every child's individual needs and teaching will be planned and delivered to meet those needs.

To further inform teachers, teaching assistants and parents / carers, students will be baselined by subject teachers once they are safe and settled following in-depth transition to Clare Mount. Students will then also be assessed using NFER Cognitive Assessments, an NFER Online Reading Assessment and a Single Word Spelling Test. Appropriate students will also receive phonics assessments.

The above information is recorded on the students' IEP along with strategies to support.

Further assessments of literacy will be carried out at the end of Year 8. At the end of Year 9, the specialist teacher within school will assess students using WRAT5 to inform the gathering of evidence by school for access arrangement provision in regards to examinations in KS4.

### **Marking**

Teachers are constantly tracking and monitoring pupil progress. When marking work, teachers are mindful of managing the needs and self-esteem of students with dyslexic traits. They may only make a limited number of corrections on a piece of work. Where appropriate, staff will try to give verbal feedback as well as written feedback. Where a child has known difficulties or dyslexic tendencies, then teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focussed primarily upon key subject words or high frequency words, whichever is appropriate within the lesson.

### **Partnership with Parents/Carers**

School uses Arial, Century gothic or Sassoon as the official font for sending documents to parents/carers it is a smart, clear and accessible font.

We recognise that home support is key to helping a child overcome any dyslexic barriers. Parents/ Carers are provided with strategies to help their child at home, and are guided towards further external advice.

Parents/Carers are encouraged to contact school to discuss any concerns they may have with their Form Tutor or Head of Year.