Glenfrome Primary School

Dyslexia Policy

Date adopted: March 2024

History of most recent policy changes

Date	Page	Next review date	Who is responsible?
March 2024		March 2025	Inclusion Lead and SENDCO
October 2025		October 2027	Inclusion Lead and SENDCO

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1. Introduction:

This policy is designed to outline Glenfrome's approach to Dyslexia. It is a guide for understanding what dyslexia is, how we at Glenfrome understand and interact with it, and what we can do to support our pupils.

Glenfrome recognises Dyslexia under the 'Social Model of Disability' which is a model developed by disabled people and which describes people as being disabled by barriers in society, not by their impairment or difference. More information on this model can be found here: The Social Model of Disability.

We recognise the value of all perspectives and differences, and aim to create the conditions within which all children can thrive. In support of this, Glenfrome has undertaken a long-term commitment to gaining the Dyslexia Award through the British Dyslexia Association, with support from a parent advisory group.

2. Principles:

Through our work towards achieving the Dyslexia award, we have developed a set of principles on which we aim to base and improve upon our approach to dyslexia.
We will:

- Recognise and value difference.
- Iteratively review and develop our dyslexia offer, aiming to build on and standardise areas of good practice.
- Undertake audits, including listening carefully to the voice of our children, to understand the impact of our dyslexia-related efforts.
- Make dyslexia-friendly tools available to all children.
- Utilise tool and resources available from Education and Dyslexia organisations, and continue stay up to date with current resources.
- Involve parents in our dyslexia work through the Parent Advisory Group.

3. Definition of Dyslexia:

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),

Dyslexia, as defined by the British Dyslexia Association (BDA) based on Sir Jim Rose's 2009 report, encompasses the following key points:

- **Characteristic Features:** Dyslexia is marked by challenges in phonological awareness, verbal memory, and verbal processing speed.
- **Intellectual Range**: It occurs irrespective of intellectual abilities, spanning a continuum rather than fitting into distinct categories with no clear-cut cut off points.
- **Co-occurring Difficulties**: While dyslexia is primarily characterized by language-related challenges, it may also manifest in difficulties with motor coordination, mental calculation, concentration, and organization. However, these difficulties alone are not definitive markers of dyslexia.
- **Response to Intervention**: The severity and persistence of dyslexic difficulties are often best assessed by observing an individual's response to well-founded intervention.
- **Additional Considerations**: The BDA acknowledges that some individuals with dyslexia may experience visual and auditory processing difficulties, and that dyslexic readers may exhibit a mix of abilities and challenges impacting their learning process.

4. Legal Framework and Responsibilities:

There is no legal requirement for schools to develop a dyslexia-specific policy, however we have done so in order to ensure clarity of focus of this work and to raise awareness for parents and teachers.

5. Identification and Assessment:

Outlined below are some of the identifying features of Dyslexia:

- **Phonological difficulties.** Children can experience phonological difficulties which present as a lack of automaticity with sound/letter correspondence, which is needed for decoding and pronouncing words for reading, and encoding for spelling.

- **Memory difficulties** Dyslexia can result in difficulty holding information in their short-term memory and also with retrieving it from their working memory.
- **Visual difficulties.** Individuals with dyslexic often have difficulty with tracking accurately; they may experience glare from reading black on white, or blur from certain fonts.

More information on 'What Teachers should look out for' can be found in appendix 1.

It should also be noted that dyslexic learners may show strengths in other areas, these include:

• Creativity;

• The ability to visualise things;

• Practical and problem-solving skills;

• Lateral thinking skills;

• Being able to see the big picture (global thinkers) in terms of strategies and problem solving;

• Good visual-spatial awareness;

• Good verbal communication skills;

• High levels of motivation and persistence.

6. Support and Intervention

Teachers and parents can support the process of identifying dyslexic features in their children using the information included in this policy as a guide and making a log of relevant information. This information can then form the basis of a referral for a formal assessment.

Teachers who identify children showing dyslexia indicators can also utilise one of the British Dyslexia Association Checklists, which is a simple list of questions that give indicators of dyslexia. It is important to note that a checklist does not tell you if someone has dyslexia. It is a tool designed to guide whether further investigation is necessary. These checklists can be found in the following links: **EYFS Checklist**, **KS1 and KS2 Checklist.** Teachers at Glenfrome Primary school also have access to and can make use of the Nessy Screening Tool.

Once a checklist is complete, if there is indication of dyslexic traits, teachers will share these findings with the parents/carers of the child.

Children will already have access to a range of dyslexia-friendly tools and approaches, however if it is felt that more is needed to support the child to thrive, they can be referred to the Glenfrome Primary School SENDCo team who will also make contact with the parents. This offers an opportunity to explore whether it would be beneficial to give the child access to the resources available through the child being on the SENDCo register.

7. Formal Diagnosis of Dyslexia:

There are no publicly available resources for formal diagnosis of dyslexia by Bristol Local Authority or any of its schools. However, the following approaches can be used for formal diagnosis.

- Qualified Specialist Teacher/Assessor Diagnostic Assessment: The assessor should have a Level 7 Specialist qualification for diagnosing dyslexia (e.g. AMBDA). A battery of tests is conducted to assess intellectual capacity, cognitive development and levels of literacy attainment. A profile of strengths and weakness is produced in a report with recommendations. Glenfrome Primary School does not administer these tests. They can be accessed through Bristol Dyslexia Centre.
- Educational Psychologist Assessment: The psychologist should be HCPC registered. They select appropriate tests, including closed tests only available to psychologists, to diagnose any underlying difficulties and they produce a report with conclusions and recommendations. Glenfrome Primary School does not administer these tests nor do their Education Psychologists but the Bristol Dyslexia Centre will use Educational Psychologists.

8. Collaboration with Parents and Carers:

Glenfrome Primary School is committed to collaborating with parents and carers in the development of their Dyslexia approach. A Dyslexia parents advisory group has been involved in the work since its inception and meets quarterly to review the approach, implementation plan, to support policy development and share learning with other parents through the Glenfrome newsletter.

9. Monitoring and Evaluation:

Glenfrome Primary Schools' dyslexia award implementation plan outlines our approach to monitoring and evaluation, which includes regular lesson reviews to establish school-wide standards and acts as a checklist for progress.

12: Review and Revision

This policy will be reviewed by Inclusion Lead and SENDCo and by the Dyslexia Parent Advisory Group.

13. Appendix 1:

Identifying Features of Dyslexia: What Teachers Should Look Out For.

It is important that we have systems for early identification. In general, a learner who has a cluster of the following may be dyslexic:

- Difficulty with learning to read and/or write despite intervention;
- Slow speed of processing spoken and/or written language;
- Difficulty with word retrieval;
- Difficulties with concentration/ easily distracted;
- Difficulty learning the days of week and months of the year;
- Difficulty telling the time and with aspects of time, such as yesterday and tomorrow;
- Struggles with time keeping;
- Difficulties with personal organisation;
- Left/right confusion;
- Employing avoidance tactics, such as sharpening a pencil or looking for books

Reading

- Slow reading progress;
- Difficulty with blending letters together;
- Difficulty with syllable division and identifying beginning, middle and end sounds;
- Difficulty with pronouncing unfamiliar words;
- Difficulty with expression;
- Lack of automaticity, especially when reading aloud;
- Unable to recognise familiar words;
- Omits words, or adds or substitutes words;
- Loses the point in stories;
- Difficulty identifying the main points;
- Difficulty with comprehension.