



# Caversham Preparatory School

## Policies and Procedures

### 703 Dyslexia Policy

## Dyslexia Policy

### Introduction

Our school provides a good education for all our children, and the Head Teacher and other staff At Caversham Preparatory School we recognize the strengths of pupils with dyslexia and aim to use these strengths as pathways to learning. We also recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

### Inclusion

The Governors and all staff are committed to supporting pupils with dyslexia across the curriculum. All staff recognise compounding factors that may co-exist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility.

### Partnership with Parents

We encourage parents to share their concerns and recognise that parental anxiety is very often justified. We welcome information parents have regarding a child. We share information with parents about the measures that are being taken to address the child's difficulties and ensure that parents understand the methods we are using. Regular reviews of progress are made.

### We aim to

- Identify and support children with the specific learning difficulty of dyslexia.
- Create dyslexia-friendly classrooms which provide opportunities for children with different learning styles to flourish.
- Make sure that pupils with dyslexia have access to the full, broad and balanced curriculum.
- Make sure that all staff are responsible for meeting the needs of pupils with dyslexia.
- Make sure that all staff have an understanding of implications this has on the subject they co-ordinate.
- Make sure that all staff (including Teaching Assistants) have regular CPD and/or sharing time about the children.

### Action taken by the school may include

- Appropriate differentiated planning by the class teacher.
- An Individual Education Plan.
- Support from a teaching assistant, under the guidance of the class teacher and SENCo.
- Regular reviews to determine progress and evaluate effectiveness of support.
- Additional advice may be sought from a member of the Inclusion Support Services.



## Caversham Preparatory School

### Policies and Procedures

#### 703 Dyslexia Policy

### Identification of dyslexia

- If we have a concern about a child, parents will be informed.
- An IEP will be written as soon as we have informed the parents.
- Pre-dyslexia screening will be offered in the first half-term of Year 1 for children who did not make 'expected' ELGs.
- The parents will be advised to have a full dyslexia screening done when they turn seven years old.

### Specific support will include

- IEP review timetable set to ensure regular review.
- Specific support with a specialist SpLD teacher may be sought.
- Link meetings with SpLD teacher and class teacher.
- All KS2 children with dyslexia will have a personal computer'
- All KS2 children will be taught touch typing.
- All dyslexic children will be taken through the Toe-to-Toe and appropriate phonics/spelling programmes.
- Children will be removed from foreign language classes, if appropriate.
- Dyslexia friendly reading books will be available in the class bookshelf and school library.
- The children's own spelling lists will be linked to the common word lists, then the year group lists.
- Appropriate support for children will be provided from a range of materials, including coloured paper, exercise books, reading overlays, different coloured backgrounds for the interactive white boards, and ICT spelling programs.
- Staff use multi-sensory techniques to facilitate learning.
- Pupils access the curriculum through differentiated tasks, outcomes and resources. Staff will produce learning materials that are dyslexia friendly.
- A range of teaching styles are used to engage different learning styles.

### Reading

- Do not ask pupils to read aloud without preparation.
- Teach unfamiliar subject words.
- Help with study skills such as skimming, scanning, selecting key words.
- Use typed worksheets where possible.

### Spelling

- Mark written work on content and encourage the use of a wide vocabulary.
- Correct only a few errors. Do not cover work in green ink.
- Teach the spelling of subject specific words. Do not overload pupils.
- Allow the pupils to read work back to you if you cannot read it.



## Caversham Preparatory School

### Policies and Procedures

#### 703 Dyslexia Policy

### Written work

- Encourage legible handwriting but do not expect it to change.
- Do not ask for work to be written out again unless it is much worse than usual.
- Either give more time, or photocopy notes from another pupil or an adult scribe for the child.
- Accept less written work.

### General support will include

- Raise pupils' self-esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.
- Use the information supplied in the IEP. The SENCO or external specialist will have assessed the pupil and prioritised what needs to be learned.
- Give only two instructions at a time. Ask pupils to repeat instructions to you.
- Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.
- Pupils are encouraged to develop an awareness of their own learning style.

### Assessment

Children will be assessed through oral responses as far as possible. If the child needs to record work in a test situation have a scribe and extra time allowed.

Ways of assessing understanding without too much writing:

- Matching questions to answers
- True/false statements
- Sentence matching
- Multiple choice
- Labelling diagrams
- Categorising
- Table/grid completion
- Title – paragraph match
- Choosing a précis
- Sentence completion
- Sequencing



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### Policies and Procedures

#### 703 Dyslexia Policy

## Policy Administration

### Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

None

### Quoted Legislation and Guidance

None

### Review Schedule

This policy is reviewed by the Head Teacher or a member of the SMT on at least a two yearly basis.

### Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	August 2020	Review
A Lawson	April 2021	Formatting and Updating Links
A Lawson	Sep 2022	Review and Formatting