



Codsall Community High School

Dyslexia Policy

INTRODUCTION

The governing body of Codsall High Federation of Schools recognises that all students entering Codsall Community High School (CCHS) are different in their abilities, aptitude and interests. CCHS aims to provide students with a physically, morally and educationally secure environment in which they can develop and reach their true potential as set out in the schools aims and values. Students will achieve this through:

- Provision of high quality teaching
- Caring for and knowing each individual
- Providing equality of opportunity
- Ensuring a calm and disciplined environment
- Harnessing new technologies

AIMS

To promote the educational achievement of students with Dyslexia / Dyslexic type difficulties.

WHAT IS DYSLEXIA?

'Dyslexia is 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/language. Accompanying weaknesses may be identified in areas of speed 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, they all have strengths. Dyslexia occurs despite normal intellectual ability and conventional teaching. It is independent of socio economic or language background. (Taken from The British Dyslexia Association)

The above definition is just one of many well-known definitions of dyslexia but in Staffordshire we use the British Psychological Societies definition.

'Dyslexia is evident when accurate and fluent reading and/or spelling develops incompletely or with great difficulty. This focuses on Literacy learning at word level and implies that the problem is severe and persistent despite appropriate learning opportunities'.

EARLY IDENTIFICATION AND ASSESSMENT

Concerns over a student having possible dyslexic traits can come from a variety of sources:

- Transition information from Middle Schools
- Parents/carers
- Class teachers
- Outside agencies (e.g. SENSS, Ed, Psych, Medical professionals, Speech and language therapists etc)
- Previous schools
- Other adults working with the students (e.g. mentors, other family members, private tutors, TA's)

At CCHS we take all concerns seriously and apply the following procedures:

- Inform SENCo
- Inform parents/carers
- Subject teachers complete the Dyslexia Friendly checklist
- Parents/carers complete the Dyslexia Friendly checklist
- SENCo administers assessments using WRAT 4, CTOPP 2 or an online dyslexia screener.
- Further follow up assessments may be referred to the SENSS team. Parents would be informed and their permission obtained in written form.
- If checklists and assessments reveal traits, teachers will be informed via the student passport. This document will provide strategies to explain how difficulties are to be supported for that individual.
- Access Arrangement for tests/exams/controlled assessments will be applied for if applicable and Parents/carers will be informed.
- Student placed on SEND Register at SEN Support
- Student placed on Access Arrangement list if applicable
- Intervention to be provided where appropriate
- All subject teachers/parents/carers informed of the agreed strategies that the student will use to help them overcome their difficulties. This is done via the student passport.

STRATEGIES

To ensure consistency of approach we have adopted the following as whole school strategies:

- To use Comic Sans/Arial font in size 12 to 14
- To use other than white backgrounds on PowerPoint / Interactive Whiteboard and when printing where possible, to ensure students use coloured glasses or provide coloured overlays
- Use coloured pen other than black on whiteboards
- Use highlighters and colour codes to identify key information
- Use mind maps, flow charts and writing frames for recording information
- Display keywords with images and definitions

As a school we agree to use the strategies so they are embedded in our policies. Additional strategies include:

- Mnemonics to learn 'tricky words'
- Instructions are broken down into small steps using visual prompts if possible to make them more memorable and repeated when necessary
- Model answers prepared for students
- Access Arrangement 25% extra time, reader, scribe, laptop, separate room
- Enlargements
- Colour overlay and reading rulers
- Use of ICT wherever possible
- Accelerated reader programme
- Intervention groups
- Adapt a sensitive approach to reduce embarrassment or any anxiety a student may feel i.e. not asking a student to read aloud or asking them to copy large amounts of text when printable or downloaded versions are available
- Take into account difficulties when marking a students work for example concentrating on content and not spelling
- Encourage practical responses where possible i.e. video diaries, oral responses, explanations

These are only a sample of the strategies and methods we use across the school

PARTNERSHIP WITH PARENTS/CARERS

As the Code of Practice on the identification and assessment of Special Educational Needs clearly states, **'Professional help can seldom be wholly effective unless it builds upon parents' capacity to be involved'**

- The school has an open door policy and all parents of students with dyslexia are encouraged to make contact with the SENCo to form an effective working partnership
- There are 3 opportunities a year for parents of students at SEN support, to meet with the SEND department. Parents are informed via a letter and appointments can be booked online
- The school based strategies (SEN Support, EHCP) utilises parents own knowledge of the student and also recognises that they have responsibilities towards the student, in working effectively with the SENCo and staff
- The views of parents/carers form an integral part of a student's passport. Review meetings are arranged at a time convenient for parents/carers to attend, and their views of the student's provision are paramount to the successful implementation of the plan
- Good parent partnership is essential with parents of children with dyslexia, to forge a relationship where parents do not feel afraid or apprehensive about contacting school

MONITORING AND REVIEW PROCEDURES

Students identified as having mild/moderate/severe traits of dyslexia will have a 'passport' in place. This will identify specific strengths and useful strategies for learning. Areas for consideration will include:

- Academic progress and Achievements
- Behaviour
- Homework
- Effort
- Developmental needs
- Comments from Parents/Carers and Students

COMPLAINTS PROCEDURE

If you have a complaint, please come and see us! We will listen politely...receive it sympathetically...and deal with it speedily. Most complaints are usually the result of misunderstanding.

- All parents/carers with students identified as dyslexic learners will be informed of the fact and be made aware that the SENCo is always available in school to answer any queries they may have. We operate an open door policy
- Any concerns about provision should be dealt with by the SENCo in the first instance
- In the event of parent/carer not being satisfied with provision after contacting the SENCo, they should write to the Headteacher who will convene a meeting with the SENCo and any other appropriate agencies
- In the event of continued dissatisfaction parent/carers may appeal in writing to the governing body or the LA