

Dyslexia Resource Policy

Reviewed	November 2017	Leader of Policy Review	Mrs K Smith
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Contents

Resources Personnel– Mrs K Smith – Specialist Teacher
Mrs D Tanton – Higher Level Teaching Assistant

Policy Statement on the role / function of the Dyslexia Resource within LA Provision:

The Dyslexia Resource at Hawarden High School was established by the LA in September 1992 to meet the needs of pupils who are experiencing the severest level of Dyslexia in the county. The funding for one 0.6 time teacher and a learning assistant is met by the LA. The resource provides places for up to 15 pupils. This represents a maximum of 3 pupils in each of years 7-11. They are usually placed in A Band. Their Statements indicate the placement and in order to access the resource they are disappplied from Modern Foreign Languages and Welsh.

Admissions to the Resource are decided by Flintshire County Council with regard to the county's policy on dyslexia and following criteria set down in that policy. (A Special Educational Needs Tribunal may also decide on placement.) Visits to the Dyslexia Resource by prospective parents/pupils are offered after consultation with the LEA Inclusion Officer.

As this is a county provision, some placements come from out of the catchment area, with these pupils taxed into school daily.

Dyslexia Resource Philosophy

The success of support for pupils with dyslexia is critically dependent on a whole school understanding and awareness of dyslexia. Weak basic skills are not a barrier to achievement and inclusion is an integral part of the structure. In other words a successful school is also a "Dyslexia friendly school".

In order to succeed with dyslexia at any level, it is necessary to develop an inner strength and determination to achieve. Good role models of successful dyslexics within the school and the wider environment are used and realistic targets set, to support confidence and raise levels of self-esteem.

It is essential that teachers, parents and pupils work in a tripartite relationship to develop this essential confidence and independence in learning. Confidence, motivation and autonomy are the foundations of the Resource's philosophy. They permeate and form the basis of all Resource teaching and learning.

The aims of the teaching programme developed and used in the Resource are to:-

- ❖ Ameliorate the pupils' specific learning difficulties.
- ❖ Improve accuracy in spelling.
- ❖ Increase understanding of the orthography of the English language and derivation of spellings.
- ❖ Increase levels of reading accuracy and fluency to the minimum of vocational level.
- ❖ Improve learning through a multisensory approach.
- ❖ Provide strategies to enhance learning and its transfer across the curriculum.
- ❖ Bring about confidence and enjoyment in reading.

The teaching programme is formulated on the premise that the goals set are immediate, realistic and surmountable with achievement and success visible. The lessons contain a variety of activities and are not allowed to become dull routine. Pupils are taught techniques for learning and encouraged to take charge of their own learning, taking into account individual learning styles.

Pupils are allowed to make mistakes without fear of failure. Essential to the Resource philosophy is the belief that learners have a right to make mistakes without fear or ridicule and that this is an empowering freedom and one that every individual has the right to experience. Pupils are valued for their strengths and encouraged to go forward with support.

Dyslexia Resource Policy

Homework is not generally set due to the wider demands of the curriculum upon the pupil. However, the resource recognises the importance of the partnership with parents in its teaching programme, and will occasionally set homework as deemed appropriate. In addition the resource supports pupils in meeting subject homework deadlines as required, especially where higher level literacy skills are needed to complete the work.

Pupils who access the resource are first and foremost regarded as pupils of Hawarden High School, who happen to be severely dyslexic. They do not hide behind this label but use it as a means of moving forward. Dyslexia is an explanation, not an excuse. Pupils frequently have to work harder and often tire more quickly, but they are entitled to and receive the same opportunities as all other pupils in the school.

Aims and Objectives

When planning any teaching programme the general aims should be the same for all pupils whether they have special educational needs or not. The aim should be to increase knowledge, develop skills, build concepts and develop positive attitudes. In addition to this, the resource teaching programme is designed to maximise learning potential, ameliorate specific difficulties, access curriculum entitlement, enhance self-esteem and increase confidence.

Amelioration is not only about reading and spelling ages. It is about wholeness. The resource is committed to supporting and preparing pupils so they leave school with as many opportunities open to them as possible; they are able to demonstrate the importance of learning and achievement, self-esteem, respect and confidence, and make responsible members of the community.

Liaison

Liaison with faculty, pastoral, curriculum specialists, parents and interdisciplinary professionals is essential to the successful working of the Resource.

Liaison with parents

This is crucial to the tripartite partnership of school/home/pupil. It is done through formal and informal meetings. Parents are also encouraged to phone the resource teacher/school with any concerns or positive comments. There are formal meetings at the annual statement review where every attempt is made to encourage parents into school. Over the years we have had an excellent attendance rate with resource pupils' parents. There is space to liaise with parents in the year planner which is monitored regularly by the resource teacher and the school's special needs coordinator (SENCO). Any concerns or major changes to programmes are immediately relayed to parents via letters, planners, or a supportive phone call, establishing and re-establishing the fundamental principle that the education of their child is a partnership.

The resource teacher attends parents' evenings and social events of the school, playing a visible role in the life of the school. The resource teacher reports back to parents via the school monitoring system with major and minor reports annually.

Liaison with Faculties:

Each faculty has a special needs file containing pertinent documents. There is also a faculty Additional Needs representative.

Informally there are meetings daily in the staff room and staff frequently drop into the resource for advice and resources.

The resource teacher is a member of the school's Literacy PLC. (Professional Learning Community), set up to share expertise, research current good practice, develop materials, and interact on a professional level with other colleagues, furthering the developing of knowledge.

Counselling Policy

It is important to the success of the any provision for dyslexic pupils that vulnerabilities are recognised. The provision should address the emotional and personal needs as well as cognitive and attainment difficulties.

Dyslexia Resource Policy

As teachers, we aim very often to improve literacy, numeracy and organisation skills in dyslexic pupils. These are valuable goals in themselves but are not the complete answer to ameliorating difficulties. Such work is best grounded in a thorough understanding of the personal characteristics of the dyslexic pupil and appropriate ways to treat the whole pupil; potential anxieties, low self-esteem issues and, at times, difficult behaviour.

Dyslexia is not simply a difficulty in the acquisition and application of reading and writing skills. It is a learning problem, which can limit some pupils in:

- ❖ Motor skills – gross and fine
- ❖ Speech – receptive and expressive
- ❖ Establishment of links between what is seen, heard and experienced in motor skills and the representation of that information-sound/symbol correspondences.
- ❖ The use of representation and recall in working memory and its application to learning, especially literacy skills.
- ❖ The control of long sequential skills – motor, speech, literacy, numeracy, and behaviour in working memory.

Marking Policy

“Difficulties mastered are opportunities won.”

(Winston Churchill, Dyslexic)

Rationale

- ❖ Inform, monitor and record pupil achievement and progress
- ❖ Assist and learn from mistakes
- ❖ Support and set targets.
- ❖ Focus on one aspect, i.e. contents rather than spelling all the time.

Process

- ❖ All work is to be marked immediately with the pupil.
- ❖ Feedback to be immediate.
- ❖ Pupils are encouraged to self-evaluate.
- ❖ Pupils are encouraged to evaluate peers.
- ❖ Marking to be done in ink.
- ❖ Logical spellings to be accepted.
- ❖ Presentation skills to be reinforced and marked.

Rewards

- ❖ The Resource follows the whole school policy on Rewards
(Green mark in planner flags up exceptional effort and/or behaviour, with Point 1 in register indicating excellent effort and behaviour)
- ❖ Stars or stamp awarded for excellence in achievement
- ❖ Smiley face awarded for excellence in effort
- ❖ Constructive criticism used in an environment free from failure

Language

- ❖ In marking, try to write (print) short concise language statements
- ❖ Verbal feed-back is more effective

Dyslexia Resource Policy

Numeracy Policy

Aims

- ❖ To read and understand information in a numerical form e.g. holiday brochure prices, catalogues, etc.
- ❖ To have an appreciation of shape and scale of lettering.
- ❖ To relate task to time e.g. in KS3 SATs and GCSEs.
- ❖ To recognise numbers in a variety of forms.
- ❖ To conceptualise time e.g. relationship between different eras e.g. dates before and after.
- ❖ To have basic skills in measuring and estimating e.g. 'A third of the way down the page,' 'second paragraph' etc.
- ❖ To have number skills for such things as noting metrical patterns in poetry, rhyme schemes, and syllabification.
- ❖ To appreciate numerical order, e.g. numbering on classroom doors, in addresses, and page and chapter references.

Approaches to Teaching and Learning

A highly structured multi-sensory, phonics-based, cumulative approach to developing literacy is used in the resource:

Multi-sensory teaching

"Multi-sensory" simply means using all possible senses to learn. Whilst there is much debate about the underlying causes of Dyslexia, it is generally well established that Dyslexics have impaired auditory and/or visual processing. So a pupil who struggles to recall sounds may be better at recalling the visual shape and pattern of words, whilst a pupil who struggles to recall how words look, may latch on to recalling their sounds, perhaps linking directly to the kinaesthetic practice of writing. Indeed, the strongest sense of all is often the sense of touch/feeling, translated into producing the shape of letters and words on paper/whiteboard or with tiles. So, teaching methods becomes: auditory, visual, oral and kinaesthetic.

- ❖ **Auditory** - Hearing and listening to the letter sounds/words
- ❖ **Visual** - seeing/looking at letter sound/words, often using colour and pictures.
- ❖ **Kinaesthetic** - Using movement and action to write/make the sounds/words, often as larger scale movements to begin with or even 3D models, practicing letter formation and handwriting, and linking to the visual with the use of colour and drawing.
- ❖ **Oral** - saying the sounds/words aloud and clearly linked to the auditory sense.

Stronger channels can compensate weaker ones. So, teaching methods need to be **auditory, visual, kinaesthetic** and **oral** to capitalise on strengths.

Dyslexia Resource Policy

I hear and I forget, I see and I remember,
I do and I understand.

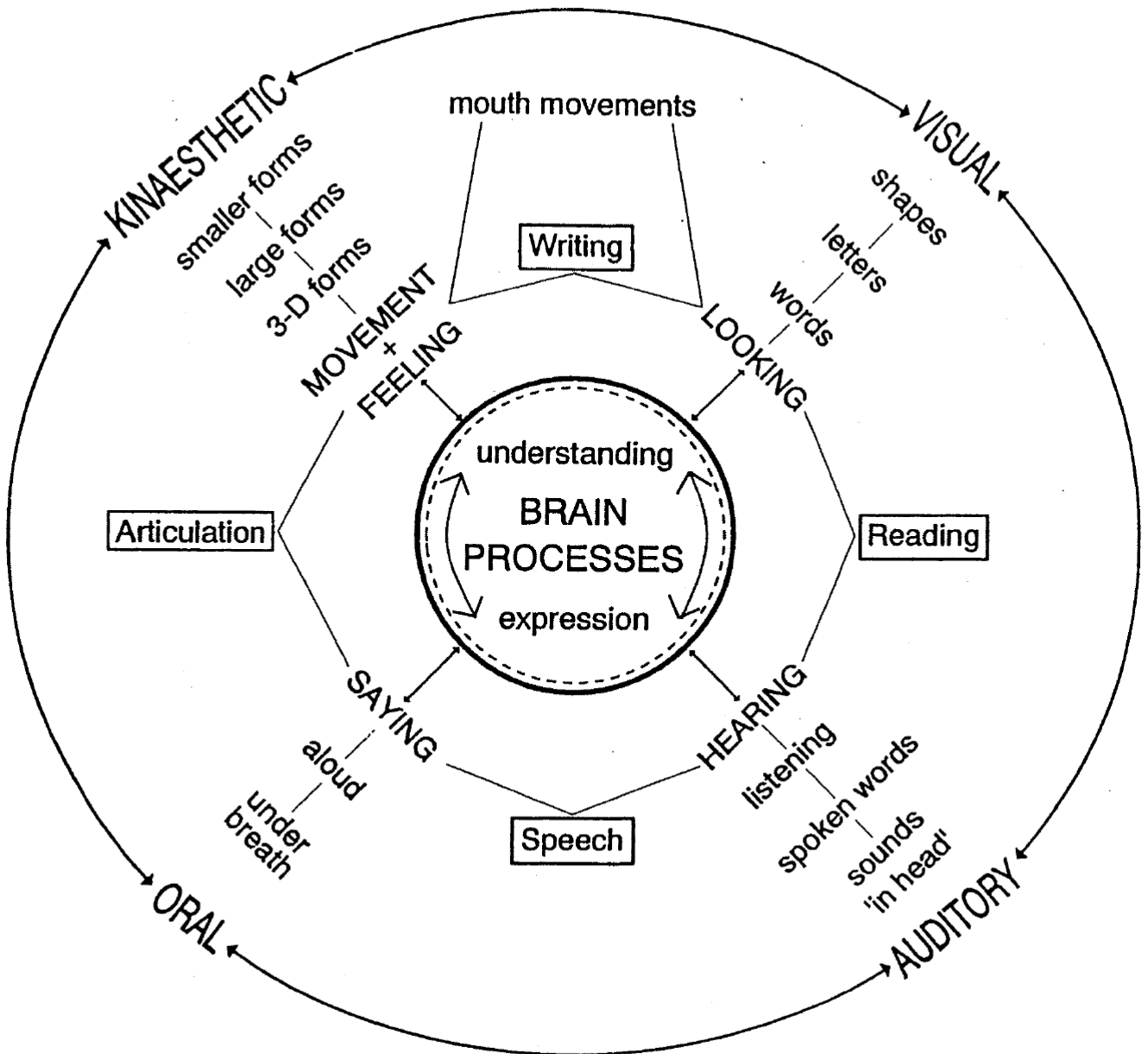


Figure 1.1 Multisensory activity in literacy teaching.

Figure 1.1 Multisensory activity in literacy teaching,
"Tackling Dyslexia", Second Edition, Ann Cooke 2002

Dyslexia Resource Policy

Timetabling lessons in the resource

Rationale for the disapplication from Languages

Phonological segmentation skills, short-term memory and naming skills (calling terms/vocabulary quickly to mind) are crucial in the acquisition of language, both expressive and receptive, and are vital when learning a foreign language. However these are some of the very skills dyslexic pupils struggle with.

When pupils are withdrawn on a regular basis from a curriculum area, the withdrawal should be productive and positive, not counter-productive and negative. This is because the pupils do not have to 'catch-up' and 'write-up' when they return to lesson – a constant battle which withdrawal on a rolling programme can exacerbate. Also, when withdrawal is taken from the first half of a double lesson then important instructions are often missed and the pupil returning to a second half of a lesson has confusion compounded.

(Dyslexia is) "...certainly not just a reading problem and further it is more than a problem with written language skills....It is a disorder of development...We must build for them the structure they cannot build for themselves."

Margaret Snowling (1990)

On entering the secondary phase, many Year 7 pupils experience some initial organisational difficulties. For the dyslexic pupil who has constitutional organisational problems, this can increase an already high anxiety level. Structure and routine play an important role in reducing this. Structured withdrawal helps pupils find security in knowing where they are going for all lessons and when. It also acknowledges the adolescent's desire not to be singled out or hauled out of a class because he/she forgot their lesson this week.

By withdrawing resource pupils from languages, it gives them uninterrupted access to all other mainstream subjects from years 7-11, whilst enabling the prescribed multisensory, cumulative, structured programmes contained in individual statements to be followed fully, thoroughly addressing the legal requirements.

The prime consideration when making the decision to withdraw pupils from languages was to meet individual needs. Resource pupils have problems arising from their weakness to analyse, segment and assemble sounds in words. Therefore the range of provision must take this into account. It should be wide and varied, individual and related to their abilities, difficulties, strengths and weaknesses experienced by these pupils.

At Hawarden High School, by disapplying resource pupils from languages, it is felt this has been achieved.

Support Document

The resource at Hawarden High School operates within the context of a whole school approach to dyslexia. The needs of pupils with statements of dyslexia and whose placement in the resource has been allocated by county, in liaison with the school, are therefore the shared responsibility of all staff. The role of the specialist teacher attached to the school and working within the resource, is to lead and co-ordinate that responsibility and provide learning support for those pupils both within the resource and across the curriculum.

The aims are to enable the pupils to maximise their learning potential, ameliorate their specific learning difficulties and to access curriculum entitlement.

A whole school approach is the most effective way to meet individual needs.

Support has several broad roles:-

Assessment

- ❖ The supervising and administrating of appropriate tests and continuous assessment as part of a comprehensive monitoring process.
- ❖ The identification of strengths and weaknesses in the curriculum in relation to the pupils' dyslexia.
- ❖ The assessment of learning needs of resourced pupils at Key Stage 3 & 4 and disseminating of this information to curriculum areas.

Dyslexia Resource Policy

Prescriptive

- ❖ The preparation and implementation of support strategies in all areas of the curriculum in order to facilitate learning.
- ❖ The matching of appropriate resources and approaches to pupil' learning requirements, including computer technology.
- ❖ The preparation and delivery of cross curricula IEPs.
- ❖ Establishing policy, practice and procedure to enable all staff to identify and work with dyslexic pupils.

Pastoral

- ❖ Co-operating and liaising with House Learning Managers and Group Tutors to collate details of individual progress/concerns.

Supportive

- ❖ Supporting colleagues with suggestions and techniques for working with dyslexic pupils.
- ❖ Providing modification and differentiation of curriculum where appropriate, at the request of classroom teachers/teaching assistants working with dyslexic pupils in class.

Support here may take the form of:-

- Breaking down a topic into smaller steps.
- Curriculum support work in the resource.
- Checking homework, recording and completion.

Liaison

- ❖ Liaison with learning support peripatetic team to ensure continuity and progression.
- ❖ Liaise with parents to participate in the education and development of the child.
- ❖ Liaise with other professional agencies.
- ❖ Liaise with SENCO and ALNCO as Additional Needs coordinators

Management

- ❖ To act with the SMT to ensure that the legal requirements of the Educational Acts are being met, including exam access arrangements.
- ❖ To manage capitation and ordering of Resource materials and equipment, in liaison with school ALNCO.

Staff Development

- ❖ To initiate and facilitate development programmes concerned with dyslexia.
- ❖ To participate in staff development programmes on dyslexic issues, both within and outside the school.
- ❖ To disseminate to colleagues knowledge and research pertaining to dyslexia

Dyslexia Resource Policy

Individual Programmes

The aim of the resource is to raise the literacy level of individual pupils within the provision to enable them to access the full national curriculum. Individual Programmes are set up following assessment and updated regularly in response to pupils' progress as well as in response to new research into how individuals with dyslexia access teaching and learning, and following ongoing professional development and training.

Each individual in the resource will have a carefully drawn up programme kept at the front of their folders for teachers, teaching assistants and the pupil him/herself to clearly see the skills that are being targeted. Skills are ticked off as they are accomplished, but revisited to establish long-lasting mastery.

Key Stage 3

In years 7 to 9 the emphasis is on a multi-sensory phonic reading and spelling programme. Literacy and study skills are taught alongside these programmes in keeping with their individual interests and often linked to their current chosen reading book, maintaining interest, motivation and meaningful engagement. Motivation and self-esteem and academic success are at the heart of the resource's philosophy. The resource also places emphasis on over-learning and revision. Pupils are supported in their class-work and homework as tasks often require additional time for dyslexic pupils. Pupils learn at different speeds and in different ways. Our aim is to meet individual pupil needs.

A typical KS3 Lesson in the resource comprises:

- **Reading** - current book (fact or fiction), extracts, articles, to cover different genres.
- **Writing** - a writing task, inspired by pupil interest/current reading but covering a range of writing styles.
- **Previous Phonic Work Recap** - from previous lesson to consolidate learning.
- **New phonic work** - introduction of new pattern or spelling rule, discovering the pattern and entering examples personal phonic dictionary.
- **Game** – board, card, computer etc. practicing new pattern/revising previous pattern.
- **Dictation** of sentences and/or spelling practice incorporating working memory practice, oracy, and the SOS or LSCSWC methods.
- **Worksheets** covering new work/revising previous.
- **Curriculum/homework** – as required
- **Other focus**, e.g. typing practice, number work

Tasks aim to be short and snappy, practical and lively. Whilst working at a good pace, one aspect (e.g. pertinent homework with a strong literacy focus) can sometimes dominate. Where pupils come to the resource in small groups it is more realistic to cover the plan over the course of a week.

Reading books are carefully selected in line with their reading level and where we can accommodate their interest. The provision has a selection of reading books, from Dandelion beginner phonic readers, to SOLOs, Barrington Stoke books designed for Dyslexic pupils, the popular Michael Morpurgo books, Roald Dahl, the Harry Potter series for more advanced readers, and the Rapid Reader Reading Scheme incorporating comprehension and writing tasks. Additional books may be ordered through the library.

Spelling programmes are based upon the Alpha to Omega spelling scheme, and The Bangor Dyslexia Teaching System, supported by additional programmes (e.g. the PAT programme) and an eclectic range of supplementary materials.

The resource also used ICT programmes to enhance learning and reinforce skills.

Dyslexia Resource Policy

Key Stage 4

Whilst pupils in years 10 and 11 continue to follow their phonic-base programmes whenever possible, the emphasis changes to recognise the demands and pressures GCSE examinations and coursework have on the dyslexic pupils. Additional time is given in the resource to support curriculum work. Students are set short term targets in order to complete course work on time. Subject tutors are able to assist in the evaluation of work and revision programmes. Time management, organisational skills and the ability to focus and prioritise are encouraged. Additional assessments are made early in year 10 to apply for exam concessions (a reader, scribe or both) to maximise the pupils opportunities to display their knowledge and understanding of the subject. Time is given for the student to become skilled in the use of a scribe.

Regular liaison between subject tutors and resource staff enables students to progress alongside their peers. At Annual Reviews discussions are held to encourage thoughts on post 16 options, Sixth Form, further education, as well as Careers Wales and employment opportunities.

Supplementary literacy materials are available to support pupils in their GCSE English Studies, audio tapes of plays and books, as well as visual study guides.

Revision programmes are individualised by the subject tutors and staff in the resource to assist pupils with exam revision.

The resource is run by Mrs Kristine Smith (Specialist Dyslexia Teacher and English Specialist) and Mrs Dani Tanton, a Higher Level Teaching Assistant (HLTA). Both are accredited by the British Dyslexia Association to work with Dyslexic pupils. Mrs Sian O'Byrne, Mrs Kath Ball, Mrs Cheryl Fowles, and Mrs Julie May are teaching assistants who are also BDA accredited.

Dyslexia Friendly Strategies

- ✓ **Provide simply expressed information/instructions**
Use clear straightforward language, avoid giving more than 3 instructions at once, and give time for your words to "sink in". Address pupils individually if possible, and ask pupils to relay instructions back in their own words. Be prepared to give instructions more than once, and express in different ways.
- ✓ **Differentiate worksheets and hand-outs**
Use bullet points, numbering, mind-maps, pictures and graphs to break up text, and reduce the bulk of reading. Provide photocopies to avoid pupils copying from the board/text books; preferably on off-white/coloured paper, to reduce the effects of visual disturbances.
- ✓ **Encourage good presentation Skills**
Encourage dyslexic pupils to use bullet points, numbering, mind-mapping, and pictures to highlighting key words/points in their written work.
Ensure notes are complete/up-to-date and legible – Check before tests/exams.
- ✓ **Give spelling support**
Provide hard copies of new words/key terminology, with simple definitions. Encourage multisensory methods for learning these, e.g. LSCSWC (Look, Say, Cover, Say, Write, Check)
- ✓ **Organisational skills**
Provide sufficient time to ensure homework is recorded accurately and monitor dyslexic pupils to ensure correct books and equipment are brought to school.
- ✓ **Reading Aloud**
Dyslexic pupils may have a reading age way below their chronological age. Avoid showing them up by asking for reading volunteers only.
- ✓ **More time**
Give more time for processing verbal instructions, responding both orally and in writing and reading.
- ✓ **Multisensory and practical teaching methods**

Dyslexia Resource Policy

Adopt “hands on” kinaesthetic approaches to learning wherever possible. Utilise as many sensory channels as possible, e.g. seeing, hearing, saying, and doing, and allow pupils to use their preferred learning style, auditory, visual, or kinaesthetic.

✓ **Visual difficulties, sensory issues and other syndromes**

A small number of pupils may suffer from visual disturbances (Irlen’s Syndrome) and require tinted glasses and/or a tinted overlay for reading. Be aware of any comorbidity with other syndromes – Irlen’s, ADHD, Attention Deficit, Asperger’s Syndrome/ASD, also any sensory issues, such as problems focusing in a noisy environment.

✓ **Working memory overload, Fatigue**

Dyslexic pupils have to try harder than other pupils, but still struggle to keep up. Additionally, their working memories may be weaker, so they are easily “overloaded”. Keep new information to a minimum, dividing work into manageable chunks, and praise effort.

✓ **Mark for content**

Mark for content as well as spelling and organisation – where possible give separate marks and/or comments for content and give plenty of praise and encouragement.