

Dyslexia Resource Policy

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| Reviewed | April 2025 | Leader of Policy Review | Mr P Connolly/Mr J Connelly |
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Resource Personnel– Mr J Connelly – Specialist Teacher
Mrs D Tanton – Higher Level Teaching Assistant

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. It is important to remember that there are positives to thinking differently. Many Dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

Delphi definition of dyslexia – adopted by British Dyslexia Association (2025)

‘Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. In Dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments. Across all languages, difficulties in reading fluency and spelling are key markers of Dyslexia. Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity. The nature and developmental trajectory of Dyslexia depends on multiple genetic and environmental influences. Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language. The most commonly observed cognitive impairment in Dyslexia is a difficulty in phonological processing (i.e., in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of Dyslexia. Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder’.

The BDA suggests that learners with Dyslexia can show a range of abilities and difficulties that affect the learning process such as:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine motor skills

Some learners with Dyslexia also have strengths in other areas. They may be orally very able and knowledgeable and possess good problem solving, creative, interactive, artistic and sporting skills. Dyslexia occurs across a wide range of intellectual abilities.

Policy Statement on The Role/Function Of The Dyslexia Resource Within LA Provision:

The Dyslexia Resource at Hawarden High School has funding for one 0.6 time teacher and one Higher Level Teaching Assistant (HLTA) which is met by the Local Authority (LA). The resource provides places for up to 15 pupils. This represents a maximum of 3 pupils in each of years 7-11. Students are placed into the Dyslexia Resource by the LA.



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They are usually placed in A Band. In order to access the resource they are disapplied from International Languages and Welsh.

Vision

Our vision is that all students with Dyslexia receive a meaningful and fulfilling education that enables them to fulfil their potential and develop the skills needed to access the curriculum and to equip them for the wider world and employment. Dyslexia should not be a barrier to education or opportunity. An inclusive school is a 'Dyslexia-friendly' school. Through early identification, targeted interventions and a collaborative approach between staff, parents, students and external agencies, where appropriate, we ensure that every student has the opportunity to achieve their potential.

We aim to assist students in overcoming difficulties through programmes and interventions recognised by the British Dyslexia Association. This will lead to students making progress and achieving their potential. We also aim to help students develop their confidence, resilience and self-esteem so that they engage positively with their learning. Another aim is to ensure that we train our staff in the barriers to learning that Dyslexic students may face, how these may present in lessons and what Dyslexia-friendly strategies should be used with individuals and whole classes in order to address these.

Admissions to the Dyslexia Resource

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. However, the LA may then direct school to develop the IDP or the LA may prepare the IDP and then ask school to maintain it going forwards.

Liaison

Liaison with faculty, pastoral, curriculum specialists, parents and interdisciplinary professionals is essential to the successful working of the Resource. The Assistant Headteacher (Pupil Experience) will meet regularly with the ALNCo, Specialist Teacher and HLTA to review provision, self-evaluate and identify priorities for improvement.

Liaison with Staff

Dyslexia-friendly strategies are disseminated to the whole staff during the September Training Day, additional training opportunities throughout the year, Dyslexia awareness week and on a day to day basis as the need arises. This ensures a consistent, supportive whole-school approach to ensure that the needs of all students are met. It is important for Faculties to raise any concerns and identify students with indicators of dyslexia using the ALN Referral Form to help early intervention and remediation. Any Dyslexic concerns will then be identified using the Dyslexia Checklist Form (Appendix 1) alongside other standardised tests such as Accelerated Reader, Dyslexia Portfolio, CATs and MidYIS. Staff need to ensure Dyslexia-friendly strategies are always used and that recommendations for specific students are always followed.

Liaison with Parents / Carers

This is crucial to the tripartite partnership of school/home/student. It is done through formal and informal meetings. Parents are also encouraged to phone the resource teacher/school with any concerns or positive comments. Parents are encouraged to contribute to, and attend, formal IDP meetings on an annual basis. There is regular communication



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with parents regarding their child's progress and the support being provided. The Dyslexia Resource staff report back formally to parents in both narrative and progress reports, in line with the school reporting cycle.

Student Wellbeing

It is important to the success of any provision for Dyslexic students that vulnerabilities are recognised. Our provision will address their emotional and personal needs as well as cognitive and attainment difficulties. We aim to help students develop their confidence, resilience and self-esteem so that they engage positively with their learning.

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
- 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 Dyslexia Resource.

Multi-sensory Teaching

"Multi-sensory" teaching 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 student who struggles to recall sounds may be better at recalling the visual shape and pattern of words, whilst a student 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 become 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 linking to the auditory sense

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

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Programmes of Study

All teaching in the Dyslexia Resource is either 1:1, with a maximum of a 1:3 teacher student ratio. Students have Individual Learning Plans based on their areas of need.

Lower School

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 students' individual interests. These are also often linked to their current chosen reading book, maintaining interest, motivation and meaningful engagement.

A typical lower school lesson in the Dyslexia Resource comprises:

- **Reading** - current book (fact or fiction), extracts, articles, to cover different genres
- **Writing** - a writing task, inspired by student 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 and oracy
- **Worksheets** covering new work/recapping previous work
- **Curriculum/homework** – as required
- **Other focus**, e.g. typing practice, number work

Tasks aim to be short and snappy, practical and lively. Reading books are carefully selected in line with students' reading level and where we can accommodate their interests. The provision has a selection of reading books, from Dandelion beginner phonic readers, including IDL computer based programmes 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 School Library. Students also work on spelling programmes such as Alpha to Omega.

Upper School

Whilst students in years 10 and 11 continue to follow their phonic-base programmes ~~whenever possible~~, the emphasis also changes to recognise the demands and pressures that GCSE examinations and coursework have on them. Additional time is given in the resource to support subject specific curriculum work and, on occasion where it is in their best interests, students may take one less option. This additional time is used for literacy and numeracy consolidation as well as support in completing homework tasks. Supplementary literacy materials are available to support students in their GCSE English Studies e.g. Dyslexia-friendly course books and visual study guides. Revision programmes are individualised by the subject teachers and staff in the resource to assist students with exam revision. At Annual Reviews, discussions also focus on post-16 options, Sixth Form and further education, as well as Careers Wales and employment opportunities.

Assessments

Students' progress in reading, writing and spelling is regularly tracked and monitored using a range of standardised tests, including Alpha to Omega, Dyslexia Portfolio and Accelerated Reader. Data from these assessments is used to



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identify strengths and areas for improvement which inform lesson planning. Staff adjust teaching strategies, interventions and Individual Learning Plans based on these assessments. Assessment data is also shared at IDP Review meetings.

Marking

Work is often marked with the student present so that they can receive immediate feedback. This is usually a mixture of live, verbal and written feedback. Students then correct and improve their work using purple pen.

Homework

Homework is not generally set unless agreed through Annual Review meetings. However, students are encouraged to read for pleasure at home and are able to access MyON, and the Accelerated Reader programme remotely.

Dyslexia-Friendly Strategies

All teachers who teach students attached to the Dyslexia Resource are notified of their specific difficulties and given a list of recommendations and strategies to use with them in the classroom. Dyslexia-friendly strategies which should be used by all staff can be found in Appendix 2. IDPs for all students attached to the Dyslexia Resource are available to all staff on Sharepoint. Regular professional learning is also provided to all staff by the Specialist Teacher and/or ALNCo.

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APPENDIX 1

CHECKLIST

For Identification of Pupils Who May Have Dyslexia

(N.B. This is a rapid screen and a high score does NOT mean that the pupil is dyslexic)

| | | | | | | | | |
|--|--|---|-----------------------|--|--|--------------------|-------------------------|--|
| Name: | | | Date of Birth: | | | Chron. Age: | | |
| Background: Family history of dyslexia: Yes / No Known hearing loss: Yes / No Home language English: Yes / No Late to start talking: Yes / No Had speech / language therapy before starting school: Yes / No | | | | | | | | |
| Area | | Characteristics / behaviours | | | | | Tick if observed | |
| General / organisational | | <ul style="list-style-type: none"> • Often appears not to have the right things / equipment for a task • Slow to process instructions • Difficulty following more than one instruction at a time • Poor concentration skills • Difficulties in sequencing e.g. getting dressed or carrying out tasks in the right order • Often forgets to bring things e.g. dinner money / PE or games kit / notes from home • Doesn't remember concepts from one lesson to the next • Difficulty in word finding (although may have a good spoken vocabulary) | | | | | | |
| Concept of time | | <ul style="list-style-type: none"> • Often confused about time of day • Problems adapting to changes of routine (likes structure and ability to predict routines) • May refer to time / days awkwardly (e.g. 'the day before what it is today' rather than 'yesterday') | | | | | | |
| Literacy / reading | | <ul style="list-style-type: none"> • Reluctant to read • Doesn't read for pleasure • Loses place frequently (e.g. one line to the next line) • Poor Grapheme / Phoneme correspondence • Confuses visually similar words • Reverses / confuses position of letters (e.g. was / saw) • Reverses / inverts letters (e.g. b/d, n/u) • Omits words • Doesn't recognise common high-frequency words • Sounds out words • Processes visual information slowly (affecting fluency / pace) • 'Barking' at print / lacks expression • Comprehension may be better than reading fluency implies • Doesn't understand what has been read as concentrating on decoding | | | | | | |

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| Writing | <ul style="list-style-type: none"> • Difficulties in organising / structuring written work • Difficulties in sequencing • Restricts written vocabulary and ideas because of awareness of organisational and spelling difficulties • Content doesn't reflect oral ability • Many crossings out • Written work often not completed • Reluctant to write • Writes slowly • May show confusion of tenses and words (because of problems with time, name finding and sequencing) • Poor handwriting • Reversals / inversions of letters (b/d, m/w, p/q) • Writing poorly spaced • Letter formation lacks consistency of shape and size • Difficulties copying from the board • Spelling shows poor Grapheme / Phoneme correspondence • Transposition / omission of letters | |
| Maths / numeracy | <ul style="list-style-type: none"> • Difficulties in mental maths work • Problem remembering maths tables • Difficulties setting work down logically • Confuses / reverses visually similar numbers (e.g. 6/9, 3/5) • Reading difficulties hinder understanding of questions although may understand the 'maths' | |
| Attitude to learning / classroom tasks | <ul style="list-style-type: none"> • Participates in oral work more enthusiastically than work requiring reading / writing • May employ avoidance strategies rather than begin a writing / reading activity • Low self-esteem with regard to school work • May develop challenging behaviours / become the class-clown • May become withdrawn • May observe what other pupils do before starting work (Stott's view of an 'observational learner') because hasn't fully understood instructions (May be interpreted as 'copying') | |
| Other associated aspects | <ul style="list-style-type: none"> • May have poor gross / fine motor skills • Poor pen / pencil grip • Confuses left and right • May be excessively tired by activities (because of extra effort involved) • Performs unevenly from day to day | |
| Strengths Identify any areas (general / subject specific) where there is evidence of average / high ability / knowledge / skills | | |



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APPENDIX 2

Dyslexia Friendly Strategies

- ✓ **Ensure accessibility and clarity of teaching materials**
 - Ensure all text is easy to read, clearly written/printed and is displayed in a way that is fully visible and comfortable to view, especially when using a visualiser or other teaching aids.
 - Make sure you know the level of difficulty of any text you expect a student to read.
- ✓ **Provide simply expressed information/instructions**
 - Use clear straightforward language, avoid giving more than 3 instructions at once, and allow time for your words to "sink in". Address students individually if possible, and ask students to relay instructions back in their own words. Be prepared to give instructions more than once, and express in different ways.
- ✓ **Adapt 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 students copying from the board/text books; preferably on off-white/coloured paper, to reduce the effects of visual disturbances.
- ✓ **Encourage note taking strategies**
 - Encourage Dyslexic students to use bullet points, numbering, mind-mapping, and pictures to highlight key words/points in their written work.
 - Ensure notes are complete/up-to-date and legible – Check before tests/exams.
- ✓ **Give new vocabulary and spelling support**
 - Provide hard copies of new words/key terminology, with simple definitions.
- ✓ **Organisational skills**
 - Provide sufficient time to ensure homework is recorded accurately and monitor Dyslexic students to ensure correct books and equipment are brought to school.
- ✓ **Reading Aloud**
 - Do not ask Dyslexic students to read aloud unless they volunteer, as they may have a reading age way below their chronological age and may feel anxious about this.
- More time**
 - Give more time for processing verbal instructions, responding both orally and in writing and reading.
- ✓ **Multisensory and practical teaching methods**
 - 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 students to use their preferred learning style - auditory, visual, or kinaesthetic.
- ✓ **Visual difficulties, sensory issues and other syndromes**

A small number of students 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 and fatigue**
 - Dyslexic students have to try harder than other students, 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 praising 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.

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APPENDIX 3

Job Specification – Specialist Dyslexia Teacher

- To lead and coordinate T+L within the Dyslexia Resource.
- To plan and deliver specialist, individualised Dyslexia 1:1 interventions, which are highly structured, multi-sensory and cumulative.
- To develop appropriate Individual Learning Plans, assessment and T+L strategies for students attached to the Dyslexia Resource.
- To match appropriate resources and approaches to the students' individual needs.
- To raise literacy levels to enable students to better access the curriculum.
- To administer appropriate tests and continuous assessments as part of a comprehensive monitoring process.
- To keep up to date with the latest developments, research and best practice around Dyslexia by engaging in Professional Learning.
- To track and monitor students' progress.
- To assess, record and report progress for students within the Dyslexia Resource.
- To assess the learning needs of students within the Dyslexia Resource and disseminate this information to curriculum areas.
- To provide curriculum support in the Dyslexia Resource.
- To create a safe, secure and positive learning environment.
- To support students attached to the Dyslexia Resource in developing their confidence, self-esteem and resilience.
- To advise and support students with option choices and post-16 plans.
- To lead an HLTA to provide outstanding T+L for all students in the Dyslexia Resource.
- To liaise with the ALNCo, HLTA, wider staff, parents and external agencies where appropriate.
- To prepare for and contribute to Annual Reviews of students attached to the Dyslexia Resource.
- To plan and deliver staff training sessions and share Dyslexia-friendly practice.
- To support colleagues with strategies to support students with Dyslexia in mainstream lessons.
- To manage capitation and ordering of resources, materials and equipment, in conjunction with the ALNCo.
- To monitor and evaluate the effectiveness of provision and interventions.
- To generate a Department Improvement Plan, in conjunction with the Line Manager.
- To work with the Line Manager and ALNCo to Quality Assure (QA) T+L in the Dyslexia Resource.

| Administration Use | |
|---|---|
| Statutory/Non-Statutory: | Statutory |
| School Website: | Yes |
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