

DYSLEXIA POLICY



HAYDON SCHOOL

Wiltshire Lane  
Eastcote  
Pinner  
Middlesex  
HA5 2LX

Tel: 0208 429 0005  
Fax: 0208 868 2091

**Dyslexia Policy**

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DYSLEXIA POLICY

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**Contents:**

1. Introduction
2. How do Professionals support children with SpLD
3. Dyslexia provision at Haydon
4. Working with Parents
5. Private Assessment
6. Funding
7. Access Arrangements
8. References
9. Appendices

## DYSLEXIA POLICY

## 1. Introduction

This policy is to supplement the Special Educational Needs, Disability (SEND) Equal Opportunities and Inclusion Policy and considers children with a specific difficulty in literacy (dyslexia).

Haydon School is committed to ensuring that all students, irrespective of disability or learning difficulty, are able to access appropriate inclusive and differentiated teaching approaches. The aim is always to raise achievement. This policy reflects our duty under the Code of Practice for Special Educational Needs and under the Equality Act (2010).

Reading and writing has a key role in accessing information and demonstrating knowledge throughout school life. As a school we recognise that any difficulty in developing such skills can seriously affect a student's learning, confidence, self-esteem and engagement with school.

### 1.1 Definition

'Dyslexia' is derived from Greek and means literally 'difficulty with words or language.' There is no one agreed definition of dyslexia and despite considerable research, the findings regarding the numbers of students and causes of Dyslexia vary widely. However, more recent definitions reflect a degree of consensus between academic and professionals to help clarify a basis for identification.

In June 2009, Sir Jim Rose published his report on dyslexia to the Secretary of State for Education. The report set out guidelines to support schools in identifying and teaching children and young people with dyslexia and literacy difficulties. Rose summarised Dyslexia as follows:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and person organisation, but these are not by themselves markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

As a working definition, The British Psychological Society emphasises the need for a staged assessment forces to take place:

*Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis of a staged process of assessment through teaching.'* BPS (1999)

## DYSLEXIA POLICY

Haydon School has adopted the Rose definition as a basis for identification of dyslexia; currently recognised by Government, it reflects current practice and research on dyslexia. As this definition sees dyslexia as existing on a continuum, it provides a rationale for staged support, identifies observable difficulties to help inform assessment and promotes carefully targeted intervention and support.

**Not all children with literacy difficulties will be identified as dyslexic. The term 'dyslexia' is applied, following an assessment by a suitable qualified professional. In this policy we use a broader term SpLD (Specific Learning Difficulty) to encompass a spectrum of needs which may or may not be later identified as dyslexia.**

## **2. How do Professionals support students with Specific Difficulties at Haydon? (See also Figure 1 in Appendix 3)**

### **2.1 The Role of the Class/Subject Teacher**

- To provide an environment which incorporates techniques and strategies recommended for the teaching of students with SpLD.
- To choose appropriate learning objectives which challenge and support all pupils.
- To manage access strategies and vary teaching styles to support the unique learning profile of each child.
- To liaise with colleagues, e.g. SEND and external professions (Educational Psychologist) to ensure that practice and provision is appropriate.

### **2.2 The Role of the Special Educational Needs Co-ordinator (SENCO)**

- To co-ordinate provision for students with Special Educational Needs including those with SpLD.
- To advise on curriculum access to quality first teaching and remove barriers to learning.
- To monitor and evaluate progress of students with SpLD, ensuring appropriate interventions are in place if required.
- To work in partnership with parents
- To remain up to date in current approaches to support students with SpLD and contribute to staff training
- To identify students who may meet the criteria for additional funding.

### **2.3 The Role of the Headteacher**

- To promote a positive ethos of inclusion within the school and community
- To keep the governing Body fully informed and work closely with the school's SENCO and their team
- To oversee adequate provision of resources for students with SpLD based on need and curriculum access.
- To monitor effective teaching and learning for students with SEN, including SpLD, with the Senior Leadership Team.
- To ensure teaching and non-teaching staff have access to good quality training to support their understanding of Specific Learning Difficulties.

### **2.4 The role of the Local Authority**

## DYSLEXIA POLICY

Local authority has some advisory services available to support pupils who have SpLD Further information can be obtained from Parent Partnership at Hillingdon Borough (See useful contacts P.8).

### 3. Dyslexia Provision at Haydon

#### 3.1 Intervention and Support

Support for students with Dyslexia should be consistent with the National Literacy Strategy (NLS) following the three 'waves' of support and provision.

**Wave One** – high quality inclusive teaching supported by effective whole school policies and frameworks, clearly targeted on all learners' needs and prior learning.

**Wave Two** – Wave One high quality inclusive teaching plus additional time limited Wave Two interventions, designed to increase rates of progress and put students back on course to meet or exceed national expectations.

*Examples of Wave Two provision includes approaches including:*

- Targeted form time paired reading
- Form time handwriting club

**Wave Three** – Wave One high quality inclusive teaching plus additional targeted small group interventions taught by specialist teachers to maximise progress and minimise gaps in achievement.

*Examples of Wave Three specialist provision approaches include:*

- Small group English
- Extra English
- Targeted 1:1 lessons

Pupils requiring Wave Three personalised support are likely to have an Individual Support Plan. When difficulties persist, Wave Three provision may be modified and it may be considered necessary to involve an outside agency for specialist advice. Students with statements are also likely to be in receipt of Wave Three provision, although if they have severe difficulties, they may need a completely individualised programme.

Some interventions used successfully at Haydon School includes:

- Toe by Toe
- Reading Boxes Word Wasp
- Lexia

**See figure 1. For Flow Chart**

#### 3.2 How We Assess Students

**Additional assessment can be carried out by the school's Educational Psychologist (EP). The primary purpose of an assessment will be to suggest objectives for an appropriate teaching programme, rather than to arrive at a 'diagnosis'.**

3.2.1 Students will not be assessed by the EP unless:

- Procedures at school level have been carried out. e.g. the student has been in receipt of Wave One, Two and Three intervention/provision.

## DYSLEXIA POLICY

- That programmes of intervention have been monitored over time
- That student intervention and curricular assessment data has been evaluated for effectiveness (See Fig 1).

### 3.2.2 Assessment may include

- A standardised assessment of reading and spelling ability
- Detailed assessment of phonological awareness, phonic knowledge and sight vocabulary
- Assessment of auditory sequential memory
- Assessment of processing speed
- Strategies used by student

### 3.2.3 As well as the student's actual performance, an assessment may also include evaluating emotional and motivational aspects of the student to young person's functioning, including:

- The student's confidence and motivation as a learner;
- The extent to which they feel able to take risks with their learning;
- How they respond when they make a mistake;
- How they respond to praise.

## 3.3 Evidence Provided by The School

Assessment should be conducted over time through on going intervention and review. It is helpful to see examples of the student's work, school reports, IEPs and any records of achievement.

It is also important that any other factors that could be contributing to the student's difficulties are considered, such as possible hearing or visual impairment, poor attendance, changes of school and emotional or motor difficulties.

## 4. Working With Parents

### 4.1 Information from Parents/Carers

Involvement of parents/Carers is an essential part of the assessment process. They can provide unique and detailed information which contributes to the picture of the whole student.

### 4.2 The special needs department has an open door policy and all parents of students with dyslexia are encouraged to make contact with the SENCO.

4.2.1 The school based strategies 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.

4.2.2 The views of parents form an integral part of the Individual Support Plan.

4.2.3 Good parent partnership is essential with parents of students with dyslexia so that parents do not feel apprehensive about contacting the school.

## 5. Private Assessment

Parents may choose to have a private Educational Psychologist assessment that may result in an identification of dyslexia along with recommendations for intervention. These

## DYSLEXIA POLICY

recommendations can be discussed in school. Many of these recommendations may already be in place in our classrooms through inclusive differentiated classroom teaching and evidence based interventions and we would strive to meet the needs of all learners. The school cannot always follow specific recommendations.

## 6. Funding

Identification of dyslexia does not attract additional funding through the local authority or through the school. Schools are committed to providing support using Wave One, Two and Three provision readily available to students with SpLD.

## 7. Access Arrangements for General and Vocational Qualifications for Dyslexics.

**7.1** The Joint Council for Qualifications (JCQ) lists many different types of Access Arrangements – ranging from Alternative Accommodation through to Word Processor (use). It is worth noting that: *“Access Arrangements are not there to give candidates an unfair advantage but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding. The intention behind many access arrangements is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.”*

**7.2** Eligibility and/or evidence requirements are listed for each of the Access Arrangements in the ‘JCQ Access Arrangements, Reasonable Adjustments and Special Consideration’ handbook for the current academic year. The duty to make reasonable adjustments is underpinned by the Equality Act 2010.

It should be noted that: *‘having SpLD Dyslexia does not automatically allow Access Arrangements.*

**7.3** **Dyslexia** is not specifically mentioned as an eligibility requirement. However the term is used when providing examples for different types of Access Arrangements.

Assessment for Access Arrangements can be carried out by an Educational Psychologist or Specialist Teacher named by the Head of Centre.

**7.4** All applications for Access Arrangements are made on line. Arrangements which **might** apply to students with Dyslexia/SpLD:

- Up to 25% extra time (up to 100% in very rare cases)
- Reader/Computer Reader.
- Scribe/Voice input systems/Transcript
- Voice Activated Computer
- Word Processor/I Pad
- Oral Language Modifier (for students with below average reading comprehension)

### Extra Time (up to 25%)

The candidate will need one of the following documents:

1. A Statement relating to **secondary education**.
2. An assessment carried out, preferably from Year 9 onwards, by a specialist assessor confirming a learning difficulty relating to secondary/further education.

## DYSLEXIA POLICY

Clarification as to the application of extra time and the criteria that must be met are given in the JCQ handbook, together with a number of examples.

**Reader/Computer Reader**

The student may require the whole paper, or just some words, to be read.  
The candidate's reading skills (**accuracy or speed or comprehension**) have been measured by a specialist and standard score is in the **below average** range (84 or less).

**Scribe/Voice Input Systems**

Scribes should only be requested for candidates who cannot produce written communication by any other means (e.g. word processor).

An assessment of **accuracy, legibility** and **speed** of writing is required. In order to meet the requirements the candidate's spelling accuracy score should be below average, free writing cannot be read by others, or is grammatically incomprehensible or is produced so slowly that the answers could not be fully recorded even with extra time allowed. (In the case of a candidate whose writing may be illegible to a stranger but not to those familiar with him or her, a transcript can be used – see below).

**Please note that the above is a personal interpretation of JCQ material. For more detailed information, it is essential to refer to the JCQ handbook.**

**8. References**

DECP (1999) **Dyslexia, Literacy and Psychological Assessment**. Report by the Working Party, British Psychological Society, Leicester.

DfES (2001) **SEN Code of Practice** ref. DFES/581/2001 DfES publications

DfES (2002) **THE National Literacy and Numeracy Strategies** Including all children in the literacy hour and daily mathematics lesson. Ref: DfES 0465/2002

DfES (2003) **The National Literacy Strategy** Targeting support: Choosing and implementing interventions for children with significant literacy difficulties management guidance.

Devon County Council (2005) **Inclusive Education in Devon: Dyslexia: Guidance on Identification, Assessment and Intervention**.

Milton Keynes Council (2003) **Milton Keynes Dyslexia Policy. Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties** Rose J. (2009) London: DFCS

'Access Arrangements, Reasonable Adjustments and Special consideration' 1 September 2012 – 31 August 2013.

Joint Council for Qualifications (JCQ)

This reference is updated each year. View at <http://www.jcq.org.uk>

DYSLEXIA POLICY

## 9. Appendices

### Appendix 1 – Useful Contacts

#### Parent Partnership Service

Hillingdon Borough  
Uxbridge civic Centre  
Tel: 01895 277001

#### British Dyslexia Association

The British Dyslexia association  
Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, Reading RG12 7BW  
Helpline Tel: 0845 2519002 – [helpline@bdadyslexia.org.uk](mailto:helpline@bdadyslexia.org.uk)  
Admin Tel: 0845 2519003 – [admin@bdadyslexia.org.uk](mailto:admin@bdadyslexia.org.uk)  
Fax: 0845 2519005  
<http://www.bdadyslexia.org.uk/>

#### Dyslexia Action Head Office

Park House  
Wick Road  
Egham  
Surrey  
TW20 0HH  
Tel: 01784 222333  
<http://info@dyslexiaaction.org.uk>

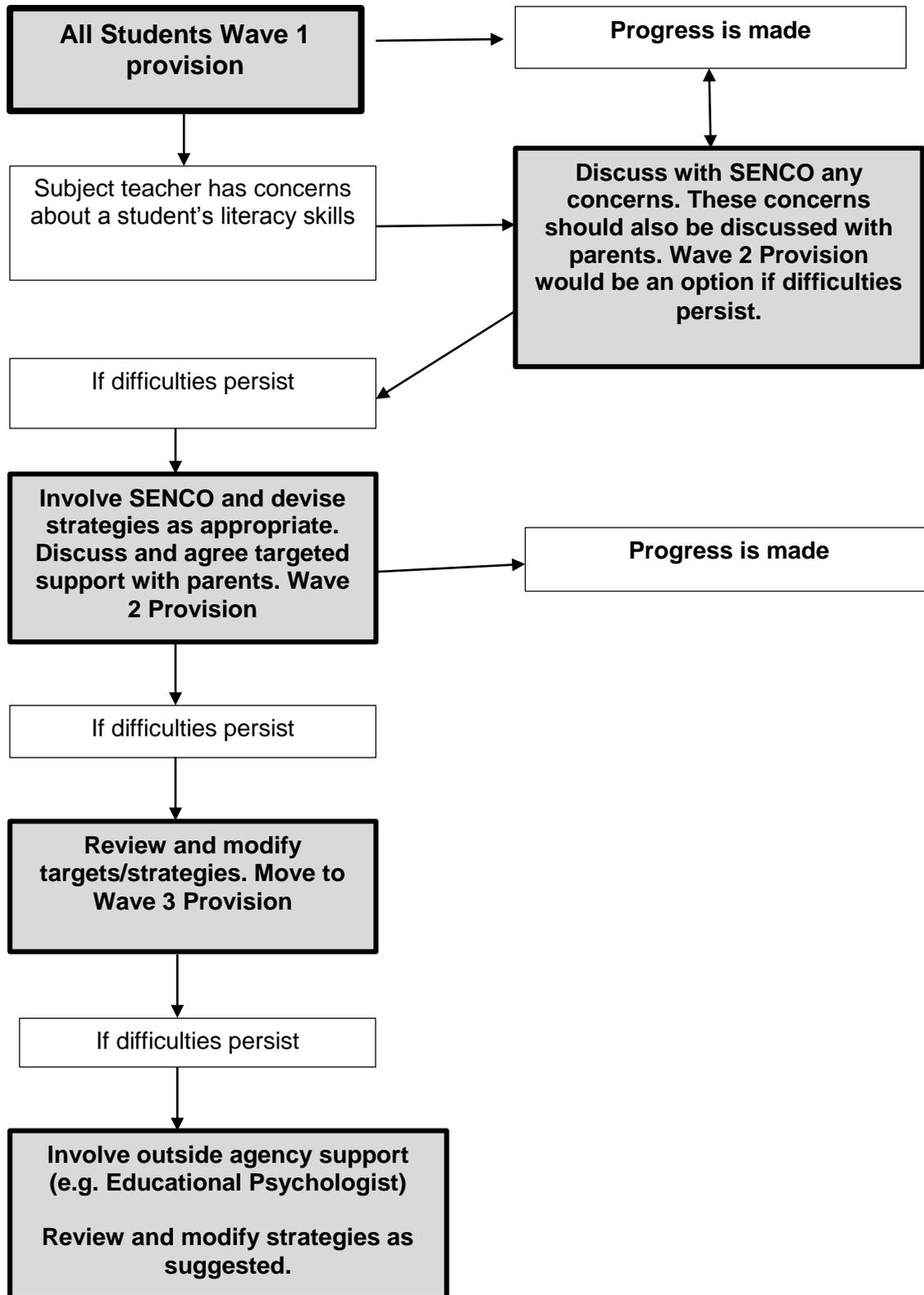
## DYSLEXIA POLICY

**Appendix 2 – Useful Websites**

<a href="http://www.dyslexia.uk.com">www.dyslexia.uk.com</a>	British Dyslexics
<a href="http://www.dyslexiacentre.co.uk">www.dyslexiacentre.co.uk</a>	Sample resources from the nesssy learning programme.
<a href="http://www.synthetic-phonics.com/phonicsactivity.html">www.synthetic-phonics.com/phonicsactivity.html</a>	Phonics activities and worksheets
<a href="http://www.easyreadssystem.com">www.easyreadssystem.com</a>	A system that you can pay for that there is a free trial.
<a href="http://www.star-ts.com/spellingrules.shtml">www.star-ts.com/spellingrules.shtml</a>	Free on-line games
<a href="http://www.dyslexia-teacher.co.uk">www.dyslexia-teacher.co.uk</a>	Links to free dyslexia products, free audio book downloads, free text to speech programmes.
<a href="http://www.bbc.co.uk/schools/typing">www.bbc.co.uk/schools/typing</a>	Free touch typing for children on ‘dance mat’
<a href="http://www.crickweb.co.uk">www.crickweb.co.uk</a>	Interactive on-line games
<a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>	Games and links for all aspects of the curriculum
<a href="http://theschoolrun.com/freedownloads">http://theschoolrun.com/freedownloads</a>	
<a href="http://www.dyslexiahelp.co.uk">http://www.dyslexiahelp.co.uk</a>	Resources and further links

DYSLEXIA POLICY

Appendix 3.  
Figure 1. A Model of Support at Haydon School



## DYSLEXIA POLICY

This policy considers the concept of dyslexia in the context of:

The Rose Report (2009);

Dyslexia, literacy and Psychological Assessment, report by a working party of the Division of Educational and Child Psychology (DECP) (British Psychological Society 1999, updated 2005);

### Eligibility for Examinations access Arrangements and reasonable Adjustment

Difficulties with dyslexia occur on a continuum, from mild to severe. There is no entitlement for Access Arrangements and Reasonable Adjustments for all dyslexics. The specialist teacher will review your child and consider if the difficulties are severe enough to comply with the regulations on Access Arrangements allowed by the Joint Council for Qualifications. All pupils with severe literacy difficulties may be considered for concessions, not only identified dyslexics.

### Parents

Parents need to support their child's learning at home. Parents contribute a great deal to an education programme for example reading to their child on a regular basis, undertaking paired reading, supporting homework, developing self-esteem.

The school expects that parents will undertake the recommendations made to support their child, as advised by teaching and support staff. Students are also expected to take on board advice offered by staff. They should attend any extra sessions provided and revision classes run by various departments. Experience shows that the most successful dyslexic pupils are those who have considerable parental support at home.

### Students

Successful support for students with dyslexia requires the co-operation of the student in addition to the input from the school and their parents. Students with special needs have responsibilities as well. They have to work at increasing independence in a supportive environment. They need to take the opportunity to acquire and work at the skills taught to accommodate their dyslexia. This goal setting and the knowledge of what is required to achieve those goals is a vital step in achieving their potential and taking ownership of their dyslexia so they can play their part as full members of society.

## DYSLEXIA POLICY

**History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
March 2014	1	New	To Student Committee 20.03.14 – Accepted. To FGB for information 08.05.14
March 2016	2	Update	Minor amendments on P5 only. To Student Committee 17.05.16 Approved – to FGB 05.07.16 for information only