

Provision for Dyslexia 2014-2015

Embedded Practice

- Ongoing support, review and formal diagnostic assessment for specific pupils from LA specialist
- Raised staff awareness of Dyslexia-clear guidelines on Dyslexia friendly classrooms and practice. Checklists used regularly for identification and referral for further assessment and differentiation in class monitored through lesson observations and book scrutinies
- Literacy Tracks intervention for targeted children from Year 1-6: 3 x per for 30min sessions –early morning from 8.30-9 as well as within the school day. Resources established in every classroom. Learning mentor monitoring lateness, part of ensuring maximum access of pupils to the intervention.
- Pupil confidence and progress monitored in Literacy against Literacy tracks intervention and other Dyslexia friendly practice.
- Pastoral support and care for pupils in class and through access to the learning mentor supporting the ongoing development of positive self esteem.
- Ongoing training of staff on Literacy Tracks intervention Inclusion Manager guidance and ongoing supervision of Tracks delivery
- The **Extra box** created for every classroom with Dyslexia friendly resources for any and every child to access if it supports learning(includes coloured overlays, reading rulers, high frequency spelling word lists etc, pencil grips, coloured highlighters, fidget toys, talking tiles to record ideas for writing, spell checkers for year 5 & 6)
- Dyslexia screeners conducted for children with persistent difficulties in literacy at the end of year 2 and repeated at the end of year 3 if necessary
- Recommendations from formal assessments in place in class as appropriate. Referrals via CAFs conducted as per recommendations from formal reports. Where parents have conducted private assessments, Inclusion Manager, class teacher and parent agreed reasonable adjustments and strategies in class
- Formal diagnostic assessment requested from LA where necessary – final reports shared and discussed with parents
- Any information including diagnostic reports shared with transfer school to ensure continuity of provision
- Spelling policy reflects dyslexia friendly practice
- Regular liaison with parents: a) informal chats with parents during early morning drop offs at Tracks sessions-Inclusion Manager also available
b) letters sent home via Inclusion Manager c) meetings held where requested d) open invitation to parents to observe Tracks sessions in progress e) end of intervention open morning session where all parents are invited to meet with child and TA ad look at progress made in Tracks and how this translates to Literacy progress in the classroom

Continued review of practice and enhancing provision

- Reference to the BDA Dyslexia friendly quality mark for individual school document as a means to reflect on and enhance provision-look to application for this in the near future
- Enhancing awareness of school's provision for Dyslexia for all stakeholders including parents and school governors
- Development of touch-typing intervention, the use of ICT, mind maps and story boards to support reading and writing tasks
- Continued learning walks and assessment of the school environment – raising staff awareness, including new staff, of dyslexia friendly classrooms: displays, presentation of work to pupils (alternatives to copying from the board), adjusted font size, seating arrangements, clearly labelled classrooms/resources, use of ICT where appropriate and accessible word mats.
- Liaison with Inclusion Manager to ensure Dyslexia friendly strategies are in place within the context of specific needs of the individual child- termly meetings held with all class teachers and next steps decided and noted for ongoing review.
- Pupil learning style and strengths taken into consideration with an emphasis on sustaining positive self esteem in the face of persistent Literacy difficulties-ensuring that pupils feel supported and can see the small steps of progress they do make.
- Supporting pupils to identify their own learning strategies adopting a “can do “ approach.
- Access to learning mentor facilitated where necessary –self esteem intervention groups established.
- Continued strengthening of liaison with parents. Volunteer parent to work with targeted pupils
- Inclusion Manager to conduct further training of staff exploring how to support where children have accuracy but are struggling with fluency i.e. they get accuracy in the Tracks sessions and get spellings right in tests but cannot retain or use learning in applied tasks in the classroom.