

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Dyslexia Policy

Date adopted by Local Governing Body: December 2017

Date of next Review: December 2019



Reculver C.E. Primary School Dyslexia Policy

In our school the Mainstream Core Standards are in place, which details Quality First Teaching.

This ensures **all pupils** have appropriate learning opportunities in all subjects.

Through our school assessment systems, we will identify any pupils who are experiencing difficulty with any aspect of their learning.

Through cycles of plan, do and review we will support these pupils with targeted support, based on a thorough assessment of need, supported by such tools as a neurodiversity checklist.

For children whose difficulties persist beyond cycles of targeted support, we will provide more intensive, personalised support, also in cycles of plan, do and review.

If difficulties persist beyond these interventions, specialist advice will be sought e.g. through accessing the Local Inclusion Forum Team (LIFT) to request advice from specialist teachers. Should a pupil's needs hit criteria for HNF or an EHCP this will be considered.

Parents/Carers will be consulted throughout all of these processes.

Language and literacy skills play a crucial role in the pupils' ability to learn and achieve, underpinning learning across the curriculum. In recognition of this fact, we have devised our own school dyslexia policy:

Our school follows the Kent County Council Dyslexia Policy (last revised 2015). We consider the most important points of the policy to be those in bullet points below:

- The definition of Dyslexia employed by KCC is the British Psychological Society definition (1999):
"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 for a staged process of assessment through teaching."
(We are aware that this is an educational model of Dyslexia and therefore we refer to a 'determination' of Dyslexia, rather than a 'diagnosis' which would be associated with a medical model. We are also aware that there are other models of Dyslexia, including the discrepancy model - which KCC previously adopted - which refers to a difference between a cognitive ability and a significantly lower literacy attainment and is a medical model. In the KCC Dyslexia policy it states, "Kent recognises well established research evidence which demonstrates that Dyslexia can occur in children of all abilities (Vellutino, Fletcher, Snowling and Scanlon, 2004)"
"Poor phonological processing skills is almost universally agreed as being the underlying difficulty for children who find learning to read and spell particularly hard.")

Assessment for Dyslexia

We follow a stepped process of assessment for Dyslexia:

In our school the Mainstream Core Standards are in place, which details Quality First Teaching including systematic phonics teaching in the class room. This ensures all pupils have appropriate learning opportunities in all subjects, including literacy.

Through our assessment systems, we will identify children who are experiencing difficulties in phonological processing and early word reading and/or spelling.

Through cycles of plan, do and review we will support these children with targeted support, based on a thorough assessment of need supported by such tools as a neurodiversity checklist.

For children whose difficulties persist after these cycles of targeted support, we will provide more intensive, personalised support, also in cycles of plan, do and review. Assessment for Dyslexia may be considered at this point.

If difficulties persist beyond these programmes, specialist advice will be sought e.g. through accessing the Local Inclusion Forum Team (LIFT) to request advice from specialist teachers.

- KCC Dyslexia Policy states “Kent believes that school staff should have the skills necessary to identify and to intervene early with any child who has long term persistent difficulties with word level literacy skills (Dyslexia.) Teachers can identify children who have persistent difficulties with reading and spelling. This does not have to be carried out by an external specialist.”

Parents / carers do not therefore need to seek private assessment unless they choose to do so. We are aware that, as part of the mainstream core standards, there is an expectation that school management teams identify staff who have had additional training to support children with long term literacy difficulties - Specialist Teaching and Learning Services level 2 Dyslexia course, BDA 5 session training and P.G. Cert Dyslexia.

Subtests used to determine Dyslexia

The four subtests used to determine Dyslexia are:

- Phonological awareness
- Auditory short-term memory
- Single word spelling
- Single word reading

In addition to these subtests, other possible significant contributing factors, including a pupil’s self esteem, are taken into account.

Causes of Dyslexia

Research is ongoing into the causes of Dyslexia, and brain scans show there is a part of the left hemisphere of people with Dyslexia that does not work in the same way as it does for people who do not have Dyslexia. Dyslexia runs in families (for about 50% people who have Dyslexia.) Dyslexia does not present a life-long barrier to learning. “Recent research indicates that any inherited biological contribution to a child’s difficulties in an area such as reading and spelling is very unlikely to be fixed but may be epigenetic (inherited but can be altered by the environment)”

- “Schools will work in partnership with parents/carers and families and take careful account of the views of the child and their parents/carers. Schools are expected to ensure parents/carers are given appropriate information in order for them to understand how their child’s needs are being met and how they can support their child at home.”
- Dyslexia is a learning difference, a combination of strengths and difficulties - “Schools should help parents/carers understand their child’s strengths and difficulties, as well as supporting the child and ensuring that all staff who work with them are aware of the child’s strengths and difficulties.”
- Dyslexia is best thought of as a continuum and not as a distinct category. About 20% of all children have some delay in their literacy skills, only about 14% of all children will have difficulties that fit the definition of Dyslexia adopted by KCC.