



# **PERTON MIDDLE SCHOOL**

## **Dyslexia Policy**

### **Contents:**

- Aims
- Working definition
- Identification and Assessment
- Strategies
- Partnerships
- Monitoring and Reviews
- Complaints Procedure

## INTRODUCTION

The governing body of South Staffordshire Partnership recognises that all students entering Perton Middle School (PMS) are different in their abilities, aptitude and interests. PMS aims to provide students with a physically, morally and educationally secure environment in which they can develop and reach their true potential as set out in the schools aims and values. Students will achieve this through:

- Provision of high-quality teaching
- Caring for and knowing each individual
- Providing equality of opportunity
- Ensuring a calm and disciplined environment
- Harnessing new technologies

## AIMS

To promote the educational achievement of students with Dyslexia / Dyslexic type difficulties.

## WHAT IS DYSLEXIA?

'Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy/language. Accompanying weaknesses may be identified in areas of speed processing, short term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. Some children have outstanding creative skills, others have strong oral skills. Whilst others have no outstanding talents, they all have strengths. Dyslexia occurs despite normal intellectual ability and conventional teaching. It is independent of socio economic or language background.' (Taken from The British Dyslexia Association)

The above definition is just one of many well-known definitions of dyslexia but in Staffordshire we use the British Psychological Societies definition.

**'Dyslexia is evident when accurate and fluent reading and/or spelling develops incompletely or with great difficulty. This focuses on Literacy learning at word level and implies that the problem is severe and persistent despite appropriate learning opportunities'.**

## EARLY IDENTIFICATION AND ASSESSMENT

Concerns over a student having possible dyslexic traits can come from a variety of sources:

- Transition information from First Schools
- Parents/carers
- Class teachers
- Previous schools
- Other adults working with the students (e.g. mentors, other family members, private tutors, TA's)

At PMS we take concerns seriously and apply the following procedures where appropriate:

- Inform SENCo
- Inform parents/carers
- Subject teachers complete the [Dyslexia Friendly checklist](#)
- Assessments may be carried out.
- If checklists and assessments reveal traits, teachers will be informed via the SEND register. This document will provide strategies to explain how difficulties are to be supported for that individual.
- Access Arrangement for tests/exams/controlled assessments will be applied for if applicable and Parents/carers will be informed.
- Student placed on SEND Register at SEN Support.
- Student placed on Access Arrangement list if applicable.
- Intervention to be provided where appropriate.
- All subject teachers/parents/carers informed of the agreed strategies that the student will use to help them overcome their difficulties. This is done via the SEND register or other relevant communications.

## STRATEGIES

To ensure consistency of approach, we have adopted the following as whole school strategies:

- To use a clear font in size 12 to 14
- To use backgrounds other than white on PowerPoint / Interactive Whiteboard and when printing, where possible, to ensure students with prescriptions use coloured glasses or provide coloured overlays (written confirmation of Visual Stress Disorder\* from a professional body required)
- Use highlighters and colour codes to identify key information
- Use mind maps, flow charts and writing frames for recording information
- Support keywords with images and definitions

\*Visual stress is NOT dyslexia but can be particularly prevalent in dyslexic individuals

As a school, we agree to use the strategies, so they are embedded in our daily practice. Additional strategies include:

- Spelling and vocabulary strategies to learn 'tricky words'
- Instructions are broken down into small steps using visual prompts, if possible, to make them more memorable and they are repeated when necessary
- Answers/examples modelled for students
- Application for Access Arrangement 25% extra time, reader, scribe, laptop, separate room
- Enlargements
- Colour overlay (as advised by an optician) and reading rulers
- Accelerated Reader programme
- Intervention groups as appropriate
- Approach students' learning with sensitivity to reduce embarrassment or any anxiety a student may feel i.e. not asking a student to read aloud, providing paper copies of the lesson flip chart
- Take into account difficulties when marking a student's work for example concentrating on content and not spelling
- Encourage practical responses where possible i.e. video diaries, oral responses

## PARTNERSHIP WITH PARENTS/CARERS

As the Code of Practice on the identification and assessment of Special Educational Needs clearly states, **'Professional help can seldom be wholly effective unless it builds upon parents' capacity to be involved'**

- The school has an open-door policy and all parents/carers of students with dyslexia are encouraged to make contact with the SEND team to form an effective working partnership.
- There are opportunities throughout the year for parents/carers to meet with the SEND department. Parents/carers are able to make appointments with a member of the SEND team at Parents' Evenings.
- The school-based strategies (SEN Support, EHCP) utilise parents'/carers' own knowledge of the student and also recognises that they have responsibilities towards the student, in working effectively with the SENDCo and staff.
- The views of parents/carers form an integral part of a student's Child on a Page document. Review meetings are arranged at a time convenient for parents/carers to attend, and their views of the student's provision are paramount to the successful implementation of the plan.
- Good parent/carer partnership is essential with parents of children with dyslexia, to forge a relationship where parents do not feel afraid or apprehensive about contacting school.

## MONITORING AND REVIEW PROCEDURES

Students identified as having severe traits of dyslexia will have a Child on a Page document. This will identify specific strengths and useful strategies for learning.

Areas for consideration will include:

- Academic progress and Achievements
- Behaviour
- Homework
- Effort
- Developmental needs
- Comments from Parents/Carers and Students

## COMPLAINTS PROCEDURE

If you have a complaint, please come and see us! We will listen politely, receive it sympathetically and deal with it speedily. Most complaints are usually the result of misunderstanding.

- All parents/carers with students identified as dyslexic learners will be informed of the fact and be made aware that the SENDCo/Assistant SENDCo is available in school to answer any queries they may have.
- Any concerns about provision should be dealt with by the SENDCo/Assistant SENDCo in the first instance.
- In the event of parent/carer not being satisfied with provision after contacting the SENDCo, they should write to the Headteacher who will convene a meeting with the SENDCo and any other appropriate agencies.
- In the event of continued dissatisfaction parent/carers may appeal in writing to the governing body or the LA.