

DYSLEXIA POLICY

1.0 Introduction:

Aligned with the LBR Education Psychology Service's Dyslexia Policy Trinity Catholic High School sees dyslexia as a significant educational difficulty, described as a failure to read and spell fluently and accurately at the word level, despite appropriate educational interventions. This definition is based on the description recommended by the British Psychological Society in their report entitled "Dyslexia, Literacy and Psychological Assessment" as a result of their evaluation of current research and practice. The full definition of the report is as follows:

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.

(British Psychological Society)

1.1 Here at Trinity we recognise that:

- a) Dyslexia can occur in students of all abilities.
- b) Dyslexia is a type of specific learning difficulty and other difficulties may occur in conjunction with dyslexia or as a consequence of dyslexic difficulties.
- c) Dyslexia may affect learning and the acquisition literacy, numeracy and language skills. Accompanying issues may be identified in areas of organisation, speed of processing, short term memory, sequencing, auditory and/or visual perception, spoken language and motor skills.
- d) Students with dyslexia find it harder to learn to read, write and spell than other children.
- e) Students with dyslexia have an equal entitlement to effective literacy support, tailored to their needs.
- f) Research evidence continues to present fresh or conflicting ideas in relation to literacy difficulties and dyslexia. Trinity's dyslexia Policy attempts to reflect the most recent evidence and debates.
- g) There are links between dyslexia, low self-esteem and the development of emotional and behavioural difficulties in some children.
- h) Dyslexia is a disability as described in the Disability Discrimination Act 2003. Students that have a confirmed diagnosis of dyslexia will be placed on Trinity's whole school Disability Register.
- i) Students with dyslexia will have access to a broad and balanced curriculum and they will receive the necessary and appropriate support from within the schools delegated resources.

2.0 Aim & Objectives of this Policy:

- 2.1 To promote knowledge & awareness of dyslexia and to help staff students and parents to view dyslexia as a Specific Learning Difficulty that will require additional appropriate intervention and support.
- 2.2 To meet the diverse range of needs demonstrated by dyslexic students, across all Key Stages, through appropriate provision within the mainstream setting of our school.
- 2.3 To ensure that high quality support is provided for dyslexic students by:
 - Raising awareness and understanding of dyslexia within our school.
 - Establishing clear intervention procedures which enable early intervention and ongoing monitoring.
 - Ensuring that parental concerns are acknowledged and addressed.
 - Triggering training opportunities for teaching staff, non-teaching staff and for governors.
 - Providing a needs-based combination of teaching adjustments, in-class support and withdrawal programmes.
- 2.4 To promote within our school a shared rationale and understanding in the common approach to the identification, assessment and support provided for students with dyslexia.
- 2.5 To promote the principles of Inclusion and implement the recommendations of the revised Code of Practice (2015) to identify, assess and monitor provision for students with SEN (including dyslexia).
- 2.6 To facilitate the school's strong commitment to raise the levels of expectation and the quality of teaching & learning for all students with SEN.
- 2.7 To help facilitate equal access to the National Curriculum for all students within our school.

- 2.8 To ensure that structured collaboration is observed between students, their parents/carers, teaching & non-teaching staff, professional support services, private associations and the LEA.
- 2.9 To ensure that high standards of support are sustained within our school through good practice that is informed by the regular review and analysis of current research & advice relating to dyslexia.
- 2.10 To help parents/carers understand their dyslexic child's strengths and difficulties and to support them in helping their child's learning.

3.0 Assessment:

- 3.1 The focus of Trinity's Dyslexia Policy is to promote equality of access, to enrich inclusion and to ensure the removal of barriers to learning. The purpose of assessment is to help develop appropriate intervention and support strategies rather than confirming a diagnosis of dyslexia.
- 3.2 Assessment and support for students with dyslexia will be in line with the guidance of the Code of Practice for Special Educational Needs. Although we aim to identify and support students who have learning difficulties as early as possible the process of assessment is conducted over time through an ongoing programme of testing, intervention and review.
- 3.3 The process of assessment will involve:
- Analysis of reading, writing and spelling through a range of diagnostic tests,
 - Examination of schoolwork through book checks and direct student observation,
 - Use of feedback from class teachers, parents/carers and the student,
 - Analysis of National Curriculum test results as well as internal examination reports,
 - Target setting, via an IEP, to help monitor & measure student progress over time.
- 3.4 The information gathered on students will provide a profile of strengths and weaknesses relating to their preferred learning style. Subject staff are directed to this information which will help inform teaching styles thus enabling staff to match teaching with learning.
- 3.5 All teachers and teaching assistants undergo a programme of SEN awareness training to help them identify, support and monitor the progress of students that have learning difficulties. Staff are provided particular guidance in relation to dyslexia awareness so that they are well positioned to identify difficulties of a dyslexic nature, understand the needs of dyslexic students and help them to learn more effectively.
- 3.6 The school will draw on advice (as necessary) from the range of support services available within the Education Authority including the Education Psychology Service. Educational psychologists and specialist support teachers will only become involved in further assessment where children are not making adequate progress, as defined in the SEN Code of practice and supporting LA guidance, as a result of school based action. These specialist services will work with the school staff, not necessarily directly with the child, to achieve a better understanding of the factors that may be helping or hindering progress and to identify ways forward.
- 3.7 If direct involvement is required from the Education Psychology Service then it will:
- Be conducted over time and in line with the recommendations of the SEN Code of Practice. One off assessments are not appropriate.
 - Be formative and provide advice to enable teaching staff to devise appropriate interventions.
 - Involve parents/carers and the student as essential contributors to the process.
 - Inform targets that will be included on an IEP.
 - Provide advice (where possible) on appropriate interventions, modelling of appropriate teaching approaches, advice on resources and technology and advice in relation to emotional and behavioural difficulties which may arise as a consequence of dyslexic difficulties.
- 3.8 Students that are supported through the Education Psychology Service will be placed on the school's SEN register at "SEN Support".

4.0 Provision and resources:

- 4.1 The majority of students with dyslexia can have their needs met within the mainstream classroom without the need for a Statement of Special Educational Needs. The provision for the majority of students will be made from the school's own resources with advice and support made available from the SEN Department, the Local Education Authority (LEA) and Educational Psychology Service (EPS) as appropriate.
- 4.2 The SEN Department plays a significant role in identifying students' learning needs and ensuring that teaching staff and non-teaching staff are aware of the nature of their difficulties, so that they can adjust their teaching and support accordingly. To help facilitate this, the school maintains a "Dyslexia Register" and all students with a confirmed diagnosis of dyslexia will be placed on this register.

- 4.3 Additional help will be provided for students who show difficulties in reading, writing and spelling. More intensive help will be given to students who show more complex learning difficulties.
- 4.4 The type of support provided will be based on methods that have proved to be successful in the past. The SEN Department will monitor and assess the support given, which will be regular, consistent and will make best use of diverse and multi-sensory teaching methods.
- 4.5 Apart from Maths, all lessons here at Trinity are delivered in a mixed ability learning environment. We believe that dyslexia can be addressed in this mixed ability setting through appropriate differentiation supported by tailored additional support.
- 4.6 Teaching Assistants will offer direct student support, and may also assist by preparing curriculum materials and by monitoring and reviewing progress.
- 4.7 The subject teacher's responsibility will focus mainly on facilitating access to their curriculum area, with advice from the Learning Support team.
- 4.8 Students with dyslexic difficulties will be provided with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet their individual needs; this will include materials and tasks tailored to suit their particular learning profile. All teachers will deploy a range of strategies & resources designed to ensure that the curriculum content is appropriate to the student's level of understanding and interest.
- 4.9 It is recognised that good progress in literacy skills is often linked to structured systematic teaching programmes that occur regularly & frequently and therefore dyslexic students may partake in a range of intervention programmes coordinated by the SEN Department. Such interventions can be 1:1 with a member of the SEN support team or they may be through a small support group.
- 4.10 Support programmes can be delivered on a withdrawal basis or during non-teaching times such as lunchtime or registration. The SEN Department will ensure that there is an appropriate balance between a student's need to pursue such an individualised withdrawal programme with their entitlement to access a broad and relevant curriculum. Responsibility for planning and coordinating additional intervention programmes will rest with the SEN Department.
- 4.11 Special Educational Needs, disability equality and the management of specific learning difficulties are an ongoing priority for all subject departments in relation to continuing professional development, teacher training, induction and staff development.
- 4.12 Here at Trinity we continuously aim to increase the expertise of teaching staff through collaboration and shared lesson planning to ensure that the diverse range of needs of the learner are appropriately managed in the classroom and to ensure that good practice is shared across the curriculum.

5.0 Student entitlements & Responsibilities:

- 5.1 Dyslexic students should have access to a full National Curriculum that is appropriately pitched at their level and is suitably differentiated to challenge them and enable them to make progress.
- 5.2 Each dyslexic student should access a teaching environment that is dyslexia friendly and which is informed by current & best practice for students with dyslexia. Teaching staff should be knowledgeable of the unique nature of each dyslexic student's specific learning needs and they should be familiar with the diverse pedagogical competencies associated with the effective management of the educational needs of dyslexic students.
- 5.3 Students are regarded as active participants in the learning process and they will be involved in the setting and reviewing of learning targets. Students will provide essential feedback on their progress and on the effectiveness of support strategies.
- 5.4 Dyslexic students should additionally have access to:
 - a) Multi-sensory and flexible approaches to teaching & learning.
 - b) Enrichment programmes that target support for their specific learning difficulties.
 - c) Support with organisation and the development of study skills.
 - d) Pastoral support so as to provide opportunities to discuss anxieties and improve self esteem.
 - e) Diverse resources (whenever possible) that include computers, tailored software and online materials.
 - f) Opportunities to investigate their learning power that will help develop their own learning style.

6.0 Home Support & Parent/Carers Responsibilities:

- 6.1 The SENCO coordinates all aspects of provision for dyslexic students at Trinity. Parents are advised to contact the SENCO on all matters relating to dyslexia or on the provision of support for dyslexic students.

- 6.2 Parents play a vital role in helping their child learn how to read, write and spell. The SEN Department aims to help parents understand their dyslexic child's needs and help them to support with their child's learning.
- 6.3 The SEN Department welcomes regular home/school contact in relation to the needs of dyslexic students and they will involve parents in the review process so that they are clear about what is being done to help their child in school and how they can contribute at home.
- 6.4 Parents of dyslexic students are central to the support process and at home they are expected to:
- a) Make home study a habit – have a set time, a set place and a set routine for doing it.
 - b) Check their child's journal every day and discuss home & school work with them.
 - c) Assist their child in getting careers advice (KS4) by meeting also with the Connexions Representative.
 - d) Help develop a structured and methodical approach to the completion of all coursework tasks at home.
 - e) Ensure that independent reading is happening every day – including weekends, holidays and during mid-term breaks.

7.0 Access Arrangements for Examinations:

- 7.1 Some students with dyslexia may require special arrangements in order to access public examinations such as GCSEs and these will be requested & facilitated by the school as long as the candidate meets the criteria for all of the arrangements requested. The criteria for all Access Arrangements, Reasonable Adjustments and Special Considerations for general and vocational qualifications are stipulated in the Joint Council for Qualifications (JCQ) annual publication relating to Access Arrangements.
- 7.2 Special Access Arrangements are reviewed annually by JCQ and therefore they may change from year to year. Individual arrangements are reviewed annually here at Trinity in recognition of this.
- 7.3 It should be noted that the special arrangements made for a particular examination may not necessarily need to be made for all other examinations. Special arrangements are not permitted for some subjects.
- 7.4 A diagnosis of dyslexia does not automatically entitle a student to 25% extra time. The quality of some students' literacy skills may not place them at any disadvantage in practical subjects or multiple choice papers. To allow a good deal of extra time to a candidate who reads accurately and writes fluently even if he or she makes minor spelling errors is to give him or her an unfair advantage against others.
- 7.5 It is the school's responsibility to decide for which students it applies for special exam arrangements and to this end we will gather the necessary evidence to support such a request. The school may decide to obtain advice from the Education Psychology Service in reaching their decision and for gathering evidence.
- 7.6 Parents are advised that JCQ currently require that independent/privately obtained assessments that confirm a learning disability such as dyslexia must reflect current need and therefore must be prepared during the secondary school period. Independent/privately obtained dyslexia assessments prepared before the commencement of the secondary cycle of education will not satisfy JCQ criteria for special examination arrangements in National Curriculum tests.
- 7.7 Students will be taught examination skills in order that they will make best use of any special examination arrangements which have been agreed.

Key reference documents:

- Special Educational Needs Code of Practice (2015: DFES + DDA)
- Dyslexia, Literacy and Psychological Assessment (1999: British Psychological Society)
- Dyslexia Friendly Schools (1999: British Dyslexia Association)
- Students with specific learning difficulties in mainstream schools (1999: OfSTED)
- Special Educational Needs Handbook for Schools (2000: OCC)
- The National Literacy Framework for Teaching (1998: DfEE)
- Learning and teaching for dyslexic children (2005: DfES 1184-2005 CDI)

Abbreviations:

BPS	–	British Psychological Society
DDA	–	Disability Discrimination Act
EPS	–	Education Psychology Service
GCSE	–	General Certificate of Secondary Education
IEP	–	Individual Education Plan

JCQ	–	Joint Council for Qualifications
LBR	–	London Borough of Redbridge
LEA	–	Local Education Authority
OfSTED	–	Office for Standards in Education
QCA	–	Qualifications and Curriculum Authority
SEN	–	Special Educational Needs
SENCo	–	Special Educational Needs Co-ordinator
TA	–	Teaching Assistant