

Oriel High School : Dyslexia Policy

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Next Review Date: September 2019

Introduction

Children and young people with a specific literacy difficulty may find it harder to learn to read, write and spell than others. Dyslexia is one type of specific learning difficulty.

Oriel High School recognises the following definition of dyslexia:

- 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, verbal processing speed and/or visual processing and visual memory.
- Dyslexia occurs across a range of intellectual abilities.
- It is best thought of as a spectrum, not a distinct category, as there are no clear cut off points.
- Co-occurring difficulties: language, motor co-ordination, mental calculation, concentration, and personal organisation, but these are not in 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 effective learning opportunities and well-founded interventions.

Rose Report; 'Identifying and Teaching Children and Young People with Dyslexia' (Rose 2009):

Research shows that dyslexia affects many children and young people, both boys and girls. We believe that teachers should be able to identify children and young people at risk of dyslexic-type difficulties without relying on a small number of specialists such as educational psychologists and specialist services.

Purpose

Early and effective support is essential in overcoming the barriers to learning and social and emotional wellbeing for children and young people with dyslexia.

At Oriel High School we aim to:

- identify students who are 'at risk' of having dyslexic-type difficulties as early as possible
- take account of students' individual learning styles

- provide a needs-based combination of teaching adjustments, in-class support and, where necessary, withdrawal programmes
- Work with parents and carers to understand the dyslexic student's strengths and difficulties, and help them to support their learning at school and at home
- Work with students and parent/carers to support young people in becoming increasingly independent in managing their own learning.

All teachers and Learning Associates will have dyslexia awareness training. The induction package for all new staff will include dyslexia awareness information.

All teachers will know about a range of strategies and resources that will help students with dyslexic-type difficulties to access their lessons. All teachers will take responsibility for creating the opportunities through appropriate differentiation for students to be included and access the curriculum.

Students will be involved in discussing their support needs and monitoring their own progress.

Identification and assessment

The school will use a range of tools for identifying students at risk of dyslexic-type difficulty, including transition information from primary schools, Cognitive Ability Testing data and classroom checklists. In addition, teachers may request further in-school learning profile assessment where appropriate, to investigate learning strengths and weaknesses to inform support. It is not the role of the school to formally diagnose dyslexia.

Some students with dyslexic-type difficulties may qualify for access arrangements for public examinations such as GCSE. All teachers will take responsibility for identifying students who may have dyslexic-type difficulties and require further investigation to determine eligibility for access arrangements. Teachers will be responsible for providing evidence of the student's "usual way of working" to support any application for access arrangements. The Heads of SEN and SSC departments, as well as the Examinations Officer, will have access to the appropriate guidance from QCA, JCQ and the Examination Boards.

The school will provide a range of support, which may include advice from external specialist agencies. Support may take the form of differentiated classroom teaching (Wave1), additional support in class from a subject-based Learning Associate (Wave 2) or group work such as Supported Study or in-reach to Special Support Centre (SSC) groups (Wave 3).

Named students with statements of SEND, where the principle area of need indicates specific literacy difficulty, may be placed in the school's Special Support Centre by the Local Authority. The Teacher in Charge of the Special Support facility is the named contact person for dyslexia in the school.