



## **Hutchinson Memorial C.E. (A.) First School**

### **Policy for the Teaching and Learning of Children with Specific Learning Differences SpLD**

Hutchinson Memorial C.E. (A.) First School is a Dyslexia Friendly School. We are a Dyslexia Friendly school and have adopted the Staffordshire definition of dyslexia. We use dyslexia friendly strategies when delivering the whole curriculum as well as creating a dyslexia friendly environment for the children. We also recognise that more children are successful when taught using dyslexia friendly teaching methods, and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way around.

#### **Mission Statement**

Hutchinson Memorial is a Christian Community where we are committed to 'Learning together for life, with Jesus'.

We believe that we must strive to develop to the optimum, the potential of every pupil, having regard to the development of the whole person. We do this by working together to promote the Christian ethos of our school and preparing the children for lifelong learning.

Here are the procedures we have adopted as a school to support the Dyslexia Friendly Initiative.

#### **What do we mean by Dyslexia Friendly School?**

- Understanding dyslexia differences
- Understanding dyslexia strengths
- Specialist expertise/teaching
- Whole school and cross curricular approach
- Embedded inclusive practice
- All children with differences supported

- Less frustration and better self esteem for pupils with SpLD
- Confident and reassured parents

### **What is Dyslexia?**

As a school we have adopted the Staffordshire definition of dyslexia, as our framework of current dyslexia friendly practice. This supports the schools SEND Policy, The SEND Code of Practice guidelines and the good practice at Hutchinson Memorial First School.

**'Dyslexia is evident when accurate and fluent work 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.'**

Ten percent (10%) of the British population are dyslexic; 4% severely so. Dyslexia is identified as a disability as defined by the Equality Act 2010. Many of the people with dyslexia across the UK, whether adults or children, are unable to fulfil their potential as a large percentage of the population still do not understand what dyslexia is, the difficulties which the condition presents and do not know how best to support them. Dyslexia is not an obvious difficulty; it is hidden. As a result, people with dyslexia have to overcome numerous barriers to make a full contribution to society. The British Dyslexia Association (BDA) campaigns for a dyslexia friendly society where barriers to people with dyslexia do not exist. The BDA works to ensure that ALL people with dyslexia fulfil their potential. To achieve this we need to create change, set standards and support and enable people.

We recognise there is no special formula for any individual to become a more effective learner. The key is to find the way that an individual learns best and then to slightly adapt the classroom organisation and teaching style to accommodate more effective learning. Any two learners with dyslexia will have a different pattern of strengths and weaknesses in learning style - even for different tasks. Therefore, a multi-sensory approach is advocated so that each learner can find the best way to aid his or her learning. This ensures that each of the senses is used - visual channel for looking, the auditory channel for hearing, the kinaesthetic channel for touch, and the oral channel for speaking.

**Adopt flexible approaches - "if children don't learn the way we teach, we will teach them the way they learn". BDA**

Learning problems arise if dyslexia is not recognised and the teaching is not adapted to cater for the child's learning style and difference.

### **Identification and Assessment.**

Concerns over a child having possible dyslexic tendencies can come from a variety of sources;

- Parent/carers concerns
- Class teacher
- Outside agencies (e.g. Learning Support, Ed Psychologist, Medical Professionals, Speech and Language therapists etc.)
- Previous nurseries/schools
- Other adults working with the children (e.g. other family members, private tutors, TA's)

At Hutchinson Memorial First School we take all concerns seriously and apply the following procedures:

#### **Step One.**

- Inform parents and SENCO.
- Class teacher to complete Dyslexia Friendly Checklist by highlighting and rating areas of difficulty.

#### **Step Two**

- If the checklist highlights mild/moderate/severe difficulties begin an assess, plan, do, review approach. Class teacher to set targets and say how these will be addressed.
- Inform parents and SENCO.
- The Dyslexia checklist will be shared and explained to the parents, the child's targets will be written with the child and parents and review dates will be set.
- Children will be identified on the school 'Dyslexic tendencies list (in red SEND file in each classroom) so that TA's/Supply teachers are aware of their needs.

#### **Step Three**

- Review children's progress through targets and the use of in school assessment procedures e.g.; reading/spelling ages, termly teacher assessment.
- If satisfactory progress is being made set new targets and continue the assess, plan, do, review approach to further monitor their progress.

- If unsatisfactory progress and/or concerns have deepened further refer child to learning support through SENCO. These children who are experiencing particular problems, which require more specialist advice, will work with our link teacher from learning support to establish level of support required.
- Parents will be consulted and written permission will be obtained for the child to work with a member of the learning support team.
- Set review date.

#### **Step Four**

- In severe cases the children may continue to an Education and Health Care Plan or for a referral for a place at the SPLD (Speech and Language Difficulties) Centre.

All children experiencing difficulties at whatever stage, who require additional support, will follow the SEND process: Teacher concern, SEND support, Education and Health Care Plan.

#### **Dyslexia Friendly Classroom**

To make all classrooms at Hutchinson Memorial First School Dyslexia Friendly, these are some of the strategies we have adopted;

- All classrooms have an SEND file for access by Teachers, TA's and supply teachers identifying children with Dyslexia tendencies and Dyslexia Friendly teaching strategies.
- All children entering our Foundation class are encouraged to self register with their name card.
- Each classroom has a literacy board backed with yellow paper, this board is aimed at providing support to the children and is used as a working wall. All Literacy resources / books are also yellow.
- A written numerical example of the date is provided on a regular basis.
- Visual timetables are used daily in all classes and shared with the children to help structure the children's day.
- Key topic words are regularly displayed and access to word banks, tablemats, word cards etc are provided and actively encouraged throughout all lessons which require some form of written recording.
- Verbal instructions for task completion are limited to no more than two, whenever possible.
- Children are regularly asked to repeat/and or explain in their own words that they have to do.
- Where appropriate children use mnemonics to learn 'tricky words'.

- All children are shown a strategy to help overcome b/d confusion and reminded of it regularly.
- Readers and scribes are routinely used in class to support children with Dyslexic tendencies.

### **Management of the Classroom**

- Seating is appropriate to the child and task.
- Open ended questions and extended questions are used by the class teacher to extend the child's learning.
- Time is allowed for learners to ask questions.
- Key objectives are repeated throughout the lesson.
- Alternative methods of recording work are used.
- Pupils will become aware that there are different learning styles.
- Access to all resources/equipment is well organised and child friendly.
- Resources are matched to student's specific needs.
- Multi sensory techniques are widely used.

### **Where appropriate, all classrooms have adopted these Dyslexia Friendly text guidelines, producing paperwork.**

- Differentiated writing tasks to take into account a child who may be verbally able but has difficulty in recording (eg writing frames, tape recording, Dictaphone, digital cameras/videos, labelled diagrams etc.)
- Marking is targeted depending on the purpose of the task.

### **Fonts and Type**

Staff are thoughtful when producing typed text to ensure;

- Comic Sans is the preferred font style.
- Font size to be a minimum of 12pt.
- Use of coloured paper if found to be effective for specific children.
- Expanding spaces between letters and lines if necessary.
- Use **bold** to highlight rather than italics or underlining.
- Avoid underlining key words.

### **Teaching Programmes**

Specific Teaching programmes if required use a mixture of different resources which are appropriate to the child's needs, for example; Toe by Toe.

### **Multi-sensory Teaching and Learning Styles.**

Multi-sensory learning techniques provide the key to teaching pupils with dyslexia because all the pathways to the brain are being used. This will mean that the stronger senses help the weak ones. The key is to find the way that an individual learns best and then try to adopt a classroom organisation and teaching style to accommodate more effective learning.

All learners will have different strengths and weaknesses in learning styles. As a school, we agree to try and find out the preferred learning style for children with dyslexia and adapt our teaching as appropriate.

The key feature of multi-sensory teaching is to involve simultaneous input from visual, auditory, oral, tactile and kinaesthetic channels.

### **Homework for pupils with SpLD**

Homework for all pupils is differentiated. Teachers take into account pupils specific needs when setting homework. For example, writing homework will be allowed to be word processed, parents are encouraged to be readers, teacher expectations will be realistic and less weekly spellings to be learnt given to pupils with SpLD

### **Marking**

School marking policy is that marking will relate to the learning objective and two stars and a wish will be used to identify strengths and next steps to improve their work. Not all spellings will be corrected only a few mistakes that the teacher would expect pupils to know or particular words or spelling patterns that are being learned at that time. Marking will not be in red. Pupils with SpLD will be given time to discuss their specific difficulties like spelling, handwriting or letter reversal. All work will have positive feedback and constructive criticism. Pupils are often provided with opportunities to self assess and to peer mark their own work.

### **Emotional Impact**

As a school we recognise many pupils with dyslexia may have a low self-esteem. We therefore use the following strategies to both monitor and support pupils with this;

- Whole school embrace and deliver 'SEAL' social and emotional learning programme.

- Careful classroom comments and observations by all adults working with children taking recognition of effort even when results are not particularly pleasing.
- By talking through negative beliefs with children and find a balance between what can be done by others and what they must do for themselves, thereby encouraging and building greater independence.
- Use of all school reward systems to reward these efforts and successes and to celebrate children's other strengths as often as possible.
- Foster a 'have a go' environment where it is okay to make mistakes.

### **Using ICT to Support Pupils with SpLD**

We as a school recognise the value of computers / Ipads in supporting children with dyslexia. Computers / Ipads are helpful in acquiring and practicing literacy and numeracy skills in an enjoyable and motivating way, and they can also help in expressing and recording ideas in a well-presented format.

### **We have the following software to help children with SpLD:**

- Word Shark (reading and spelling games)
- Various APPs on the Ipads

Subscriptions to:

- Espresso
- Education City

### **Working with Parents**

- Parents of pupils with SpLD will be kept informed of their child's progress through, termly meetings with class teachers or more frequently if required.
- SENCO will attend meetings with parents as necessary.
- Parent's workshops will support parents with all aspects of children's learning including supporting children with dyslexia.
- Parents of children with dyslexia will be able to borrow resources and information from school to help them further their own understanding and ways in which to support their child.

**All staff are trained using Dyslexia IDP, staff are encouraged to review their learning and extra training is identified and planned into**

the school training plan. All new staff to the school undertakes the Dyslexia IDP training to ensure Dyslexia friendly practice is evident throughout the whole school at all times of the day.

Signed (Chair of Governors) \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Headteacher) \_\_\_\_\_ Date: \_\_\_\_\_

Review date: November 2018

