



ST MARY'S CE (A) FIRST SCHOOL DYSLEXIA POLICY

*"Our Vision is to provide the best opportunities to become life-long learners.
Our Christian values rooted in the Good Samaritan recognise everyone is loved by God.
Our ethos is to show love and respect - to ourselves, each other and God's creation"*

Philosophy

All children have a right to an education that offers equal opportunity and an inclusive curriculum in a community which develops sensitivity to differences. We 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 round. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian school ethos of love and respect for all.

Aims

- To ensure the curriculum is accessible and appropriately adapted.
- To encourage the development of the whole child - physical, academic, emotional, creative, spiritual and moral.
- To find the way that an individual learns best and then to provide reasonable adjustments to the classroom organisation and teaching style to accommodate more effective learning.
- To recognise that dyslexic learners, have different patterns of strengths and weaknesses, in learning styles, and for different tasks. A multi sensory approach to teaching and learning is adopted.

Objectives

- To use dyslexia friendly teaching methods and provide a dyslexia friendly classroom environment to benefit all children.
- To ensure a multi-sensory approach which ensures all the pathways in the brain are being used. This will mean that the stronger senses will support the less developed.

Guidelines

As concerns are raised and discussed with parents, children will be supported and monitored in the classroom through effective differentiation and use of appropriate resources.

Additional support will follow the "**Assess, Plan, Do, Review**" model of intervention:

- **Wave 2 intervention** provides 'catch-up' programmes for children who may be struggling with a concept or in a particular area of learning. They are time-limited and aim to boost skills in order to access the curriculum confidently after the intervention.

(Accelerated Reading, Spelling intervention - CodeBreakers)

- **Wave 3 intervention** provides 1:1 intensive, precision teaching to enable the child make accelerated progress.

(1:1 support, Specialist Practitioner Support, Toe by Toe programme)

- **Learning Passports** provide individual support and provision for children with a specific learning need. Each child has their own individual provision map ensuring the opportunity to work on their own targets to support progress and attainment. Parents are provided with the opportunity to meet with their teacher and/or the SENCo to discuss concerns, worries, interventions and Learning Passports.

Each intervention is reviewed regularly for impact on children's learning. Learning Passports are reviewed, agreed and signed each term with children, parents and teachers. If a child continues to make limited progress, we would consult appropriate **outside agencies** - The Educational Psychology Team provide standardised assessments and recommendations to support children who display dyslexic tendencies.

In the event of parents wishing to lodge a complaint, school has adopted the LA Complaints Procedure and Policy which is available from the school office or on the internet.

Monitoring

- SENCO to monitor pupils with SpLD, keep records, monitor dyslexia friendly teaching and learning, intervention and provision and review progress with staff and parents termly.
- SEN Governor will be updated regularly regarding SpLD provision in school.

Formulated November 2021

Agreed by all Staff & Governing Body

Reviewed January 2026 **Review: January 2028**

Dyslexia Friendly Classroom

These are some of the strategies we have adopted to make all classrooms at St. Mary's First School

Dyslexia Friendly:

- Some children have access to a name card with their full name on one side
- A written and numerical example of the date is provided every day
- Children write the date, on at least one piece of work a day
- There is visual timetable in the classroom, and children are reminded that tomorrow they will need....
- Visual resources are provided for every lesson - alphabet mats, b/d/p cards, digraph reminders, high frequency word mats, finger spacers.
- Verbal instructions for task completion are limited to no more than two, wherever possible.
- Children are regularly asked to repeat/ and or explain in their own words what they have to do.
- It is regular practise for all children to explain to their friend or talk partner.
- There are displays of numbers 1-100, place value charts, multiplication tables, days of the week, months of the year, and the seasons.
- 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.
- If appropriate, children are shown simple mind mapping techniques.

Management of the classroom

- Seating is appropriate to the task.
- Open ended questions and extended questions are used by the class teacher to extend the children's learning and time is allowed for learners to ask questions.
- Priority points and plans are provided throughout the lesson.
- Alternative methods of recording work are used.
- ICT is used where appropriate.
- Pupils are familiar with their own learning styles.
- Brain breaks are built into the lesson.
- Pupils are positioned so that written material is accessible.
- Access to all resources /equipment is well organised and child friendly.
- Resources are matched to students' specific needs.
- Multi sensory techniques are widely used.

Where appropriate, all classrooms have adopted these Dyslexia Friendly text guidelines.

Producing paper work

- Keep writing style in short simple sentences and use shorter paragraphs to avoid dense blocks of text.

Fonts & Type

- Use comic sans and font size to be a minimum, 12 pt.
- Expanded spacing between letters and lines
- Use bold to highlight rather than italics or underlining. Avoid underlining titles or key words.

Layout of text

- Keep lines left justified with a ragged right edge
- Try using boxes or indented spacing between lines to break up text
- Use bullets or numbers rather than continuous prose
- Wider spacing between sentences and paragraphs
- Do not begin sentences at the end of the line
- Use wide margins and headings

Teaching programmes

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