



# Christ Church CE Primary School

**'Train up a child in the way they should go and when they are old, they will not depart from it.'** Proverbs 22:6

## Dyslexia Policy

*This policy outlines our commitment to supporting students with dyslexia at Christ Church CE Primary School. It ensures that all members of the school community understand and fulfil their roles in promoting an inclusive environment where learners with dyslexia can thrive academically and socially.*

### Introduction

At Christ Church CE Primary School, we are working towards achieving the Dyslexia Friendly Quality Mark for Education. The Quality Mark Philosophy is **'changing practice to accommodate dyslexic individuals results in greater levels of achievement in engagement for all learners.'** Evidence suggests that when dyslexia friendly teaching approaches are used, more children are able to benefit both academically and socially. We believe that a child's self-esteem and confidence goes hand in hand with successful learning. Therefore, our children are made aware of dyslexia and positive role models are discussed and displayed around school.

### Purpose

The purpose of this policy is to:

- Identify and provide for pupils with dyslexia.
- Ensure all staff understand dyslexia and its impact on learning.
- Establish clear procedures for assessment, intervention, and transition support.
- Promote effective partnership with parents, external agencies, and the wider community.

### What is dyslexia?

*Dyslexia is a learning difference which primarily affects reading and writing skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields. (British Dyslexia Association)*

Governors and senior leaders are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing understanding of dyslexia are reflected in the school's SEN development plan. All staff are

familiar with the individual learning styles of children and adopt a range of multi- sensory teaching approaches during lessons.

### **Legal Framework**

This policy is informed by:

- The Children and Families Act 2014
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Equality Act 2010

### **Roles and Responsibilities**

#### **SENCOs:**

- To oversee the implementation of this policy and ensure compliance with relevant legislation.
- To provide training for all staff on dyslexia awareness, intervention strategies, and supporting pupils' needs in the classroom.
- To monitor the effectiveness of dyslexia interventions, gathering data on progress and informing staff practice.
- To liaise with parents, governors, external agencies, and specialists to provide coordinated support for students as required.

#### **Teaching Staff**

- To identify pupils who may be showing signs of dyslexia through frequent observation and formative assessments.
- To implement targeted strategies to support these pupils in the classroom, ensuring differentiated instruction tailored to individual needs.
- To complete termly assessments and maintain up-to-date records of progress for identified pupils, employing formative and summative assessments.
- To collaborate with the SENCOs to develop Child Centred Education Plans (CCEPs) for pupils with identified dyslexia.
- To support the fostering of an inclusive environment where all learners feel safe and valued.

#### **Parents**

- To engage with the school and participate in the development, implementation, and review of Child Centred Education plans (CCEPs).
- To monitor and communicate regularly with teachers regarding their child's progress and support needs.

## **Identification and Assessment**

The school's policy for assessment and identification of children's special needs is set out in the SEN Policy. Following the recognition of possible signs of dyslexia from the teacher or parent and carer, it will be the responsibility of the SENCO to consult with specialist dyslexia teachers from our advisory team. Initial assessment will include some or all of the following: background information, pupil interview, classroom observation, assessments.

## **Strategies to support dyslexic learners**

- Appropriately planned quality first teaching by the class teacher
- Specific targeted interventions led by class teacher or teaching assistant.
- The SENCO will offer support where appropriate through referrals to advisory support.
- Termly reviews with pupils, parents/carers and SENCO to determine progress and evaluate effectiveness of support.
- Access to the mainstream Curriculum: Pupils with dyslexia have access to the full, broad and balanced curriculum.
- All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate.
- Staff use multi-sensory techniques that engage visual, auditory, and kinesthetic pathways to enhance learning.
- Staff produce learning materials that are dyslexia friendly.
- Use of dyslexia friendly font- Century Gothic size 12.
- Staff ensure that additional processing time is allowed.
- Additional time is provided during assessments.
- Instructions are clear and repeated as necessary.
- Use of visual aides to support classroom routine and learning activities.
- Opportunities for pre-teaching and over learning of new information.
- Key words are displayed around the learning environment.
- Use of assistive technology to support learning- talking tins, audio books, voice to text software, touch typing programs.
- Opportunities to record work in a range of ways: mind mapping, note taking, photographs of work, bullet points, voice recordings and video recordings.
- The use of our marking policy which includes symbols alongside or in place of the written word.

## **Intervention Strategies**

As part of the graduated response to teaching, high quality and adaptive teaching is seen in all lessons. We aim to match individual needs with targeted and specialist support.

- Implementation of the 'Precision Teaching' program to target specific skills and monitor progress closely.

- Use of structured literacy programs and interventions, such as ELS, Reading Plus and Beat Dyslexia tailored to meet individual needs.
- Design of enriching experiences outside the classroom such as curriculum workshops, class visits and extra curricular clubs.

### **Resources**

- Ongoing professional development for staff on dyslexia awareness, incorporating findings from the latest research.
- Development of a dyslexia toolkit for teachers including templates, resources, and recommended interventions.
- Access to external professionals for assessments and training, along with resources available from organisations such as the British Dyslexia Association.

### **Monitoring and Evaluation**

- Regular reviews of the effectiveness of the interventions undertaken, using data to inform practice and identify areas for improvement.
- Annual reporting on the progress of pupils with dyslexia to the governing body, with key performance indicators for measuring success.
- Feedback from parents and pupils will be collected within SEND reviews.

### **Partnership with Parents and External Agencies**

- Effective support strategies shared, focusing on how parents can assist their child at home.
- Collaborative work with external agencies, such as Educational Psychologists and speech and language therapists, to enhance the resources available to pupils with dyslexia.
- Open door policy- Teachers/SENCO meet with parents to discuss concerns, celebrations of success, and strategies being implemented at school.

### **Transition Support**

- Detailed transition plans for pupils moving from Key Stage 1 to Key Stage 2 and then to secondary education, ensuring continuity in support.
- Meetings with secondary school staff to discuss individual pupil needs, sharing strategies that have been successful in their primary education.
- Providing parents and pupils with information regarding specialist support available in secondary settings.

**Signed:**

Head Teacher

**Date: January 2025**

**Review Date: January 2027**

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## **Summary of Ofsted Expectations**

In accordance with the most recent Ofsted framework, schools are expected to demonstrate a strong commitment to inclusive education, especially in the identification and support of pupils with special educational needs (SEND), including dyslexia. Key expectations include:

- **Quality of Education:** Schools must provide a broad and balanced curriculum and ensure all pupils, including those with dyslexia, are making progress in their learning.
- **Behaviour and Attitudes:** Maintain high standards of behaviour and promote a caring environment where every pupil feels valued and supported.
- **Personal Development:** Support all pupils, including those with dyslexia, in developing resilience, confidence, and self-esteem.
- **Leadership and Management:** Governors and leaders should have a clear strategy for SEND, ensuring that all staff are trained and aware of dyslexia and its implications for learning.