

**ST. DAVID'S HIGH
SCHOOL**

**Dyslexia Friendly School
Policy**

**Reviewed by Governors
October 2023**



St.David's High School Dyslexia Friendly School Policy

Philosophy

At St.David's High School, we are committed to a policy of inclusion and promoting success for ALL pupils which makes pupils with additional needs the responsibility of everyone.

Dyslexia Friendly School have classrooms run by dyslexia friendly teachers. The approach pervades all aspects of teaching and learning all of the time.

Description / definition of dyslexia

"A combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short- term memory, sequencing, auditory and /or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation." (British Dyslexia Association).

We recognise that 10% of our school population are likely to be dyslexic. We understand that the degree of difficulty is on a continuum. Some pupils will have severe difficulties, others will experience less. We do believe that all pupils benefit from dyslexia friendly strategies and teaching.

Aims

- To be an inclusive school, and actively seek to remove barriers to learning
- Develop a whole school approach to the early identification, assessment and support of pupils with dyslexia.
- Value the needs of all learners and display a positive view towards pupils with dyslexia.
- Recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this will impact on their learning and emotional wellbeing.
- Have a management structure and procedures within school which recognises and provides support with regards to issues of dyslexia.
- Have appropriate levels of provision and resources which are deployed effectively
- Encourage continuing professional development for all staff focusing on supporting pupils with dyslexia and other learning difficulties.
- See the achievements of all pupils as everybody's responsibility.
- Have high expectations of all pupils with dyslexia.
- Value and implement partnership with parents and pupils in supporting pupils.

Identification and Assessment Process

St David's has excellent links with its associate primary schools. The process of admission begins for year six when the ANCO will attend any planning meetings for pupils with additional needs, to discuss provision and strategies to enable easier transfer.

During the summer term a team of high school teachers including the ANCO will visit the junior schools in order to meet the pupils and collate information on all students. Upon entry pupils who have been raised as having difficulties of any nature that requires support that is additional or different from that offered within the mainstream classroom, will be added to the Additional Needs Register and parents informed of any special arrangements. The information is also shared with all contact staff.

When pupils transfer to St.David's at other times of the school year information will be sought from parents and the pupil's previous school. In some cases the ANCO will do an initial assessment to gain more information about the individual pupil.

At any other time the pupil could be identified as having problems through:

- The class teacher
- The Head of Year
- The parent
- Special needs team
- Medical Services
- Social Services

Meetings are held between all the relevant parties to discuss the nature of the problem and how the pupil can best be supported in school. The pupil is placed upon the Additional Needs Register and an individual plan is drawn up for the child, identifying targets, additional provision and other relevant information.

Organisation and Support Strategies

When the nature of a pupil's strengths and weaknesses has been identified the school may offer additional support designed to address individual needs. This could be implemented in small groups which may include:

For Literacy

- A structured sequential multi – sensory phonic programme.
- A programme to develop the spelling and reading of high frequency words.
- Offer regular reading practice from a wide range of structured reading books at the appropriate level.

For Numeracy

Small group support could be offered, working on key objectives which show the use of carefully structured and multi sensory approach.

Within class

- Identify needs, such as the well – being of all pupils, before moving to those objectives which are specific to individuals.
- Give pupils the objectives of the lesson before starting (the big picture) and where it fits into what they already know and a plenary at the end.
- Break targets down into manageable chunks.
- Use active multi sensory approaches to introduce learning styles and emotional needs of pupils.
- Provide effective learning opportunities that use a variety of stimuli/ relevant contexts and frequent review to aid memory.
- Have relevant outcomes and appropriate levels of challenge for students with additional needs
- Differentiate learning through varying lesson formats, pace, groupings, materials and support.
- Involve pupils actively in their own learning and assessment.
- Encourage pupils to find what works for them, i.e. use their strengths to overcome their difficulties.
- Provide additional support required for tests and examinations.
- Value a whole range of achievement across the curriculum and beyond school.
- Monitor progress through the evaluation of IEP's