

Policy for Dyslexia and Specific Learning Difficulties at White Laith

White Laith Primary is committed to ensuring that all children, irrespective of disability or learning difficulty, are able to access appropriate inclusive and differentiated teaching approaches. The aim is always to raise achievement. This policy reflects our duty under the New Code of Practice for Special Educational Needs (2014) and under the Equality Act (2010). Reading and writing has a key role in accessing information and demonstrating knowledge throughout school life. As a school we recognise that any difficulty in developing such skills can seriously affect a pupils' learning, confidence, self-esteem and engagement with school.

What is Dyslexia and what are Specific Learning Difficulties?

The term 'Dyslexia' is derived from the Greek and means literally 'difficulty with words or language'. We use the Rose definition of Dyslexia summarised as follows:

- 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 and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by 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 well-founded intervention.'

Not all children with literacy difficulties will be identified as dyslexic. A 'diagnosis' of dyslexia can only be given by a professional qualified to do so, not by the SENCO. In this policy we use a broader term SpLD (Specific Learning Difficulty) to encompass a spectrum of needs which may or may not be later identified as dyslexia.

The other most common Specific Learning Difficulties are dyspraxia (now known as DCD), attention deficit-hyperactivity disorder, dyscalculia (affects Maths) and dysgraphia (affects writing). An individual may have one of these independently or they can co-exist as part of a wider profile. ADHD and DCD are diagnoses made by the health service.

How do we support children with specific learning difficulties?

The role of the class teacher

- to provide an environment which incorporates techniques and strategies recommended for the teaching of pupils with SpLD.
- To choose appropriate learning objectives which challenge and support all pupils
- To vary teaching styles to support the unique learning profile of each child
- To identify children who have differences in learning in line with SpLD and to follow agreed process within school
- To work with parents to keep them informed of the strategies and approaches being used
- To liaise with colleagues, e.g. SENCOs and external professionals to ensure that practice and provision is appropriate

The role of the Special Educational Needs Co-ordinator (SENCo):

- To co-ordinate provision for children with Special Educational Needs including those with SpLD.
- To advise on curriculum access to quality first teaching and removing barriers to learning
- To monitor and evaluate progress of children with SpLD, ensuring appropriate interventions are in place if required
- To work in partnership with parents
- To remain up to date in current approaches to support children with SpLD and contribute to staff training
- To identify children who may meet the criteria for additional funding
- To report to the Governing Body on progress and provision for children with SpLD
- To purchase resources to remove barriers to learning

The role of the Head Teacher:

- To promote a positive ethos of inclusion within the school and community
- To oversee adequate provision of resources for children with SpLD based on need and curriculum access.
- To monitor effective teaching and learning for children with SEN, including SpLD, with the Senior Leadership Team
- To ensure teaching and non-teaching staff have access to good quality training to support their understanding of Specific Learning Difficulties.

Assessment for Dyslexia

The Authority only carries out dyslexia assessments for children most severely affected by dyslexia who have not responded as well as we would have expected through our interventions and inclusive teaching. Parents can also seek private assessment. Our school strives to meet the needs of all learners and an assessment or diagnosis of dyslexia is not necessary for us to put in place appropriate provision for a child with Literacy difficulties. Children with dyslexia should receive a graduated response to their identified needs as outlined in the SEN Code of Practice (2014). The needs of most can be met through normal curriculum provision and Quality First Teaching at the Universal level and interventions at Targeted and Personalised levels, alongside careful monitoring and evaluation of this provision

Funding

Identification of dyslexia does not attract additional funding through the local authority or through the school. School may only be able to obtain top-up funding for children significantly affected with SpLD, where criteria are met. For other SpLDs, to qualify for top-up funding, there are specific criteria and learning must be significantly affected.

Useful Contacts

SEN Inclusion Team (SENIT): Adams Court, Kildare Terrace, Whitehall Road, Leeds LS12 1DB 0113 3951039

Leeds SEND Information Advice Support Service (formerly known as Parent Partnership service) Technorth, 9 Harrogate Road, Leeds. Website: www.leedsparentpartnership.co.uk

Dyslexia Alliance Yorkshire (DAY) www.davonline.org.uk

British Dyslexia Association The British Dyslexia Association Unit 8, Bracknell Beeches, Old Bracknell Lane, Bracknell, Reading RG12 7BW Tel: 0333 405 4555 Helpline: 0333 405 4567 <http://www.bdadvslexia.org.uk>

Leeds and Bradford Dyslexia Association (LABDA) www.labda.org.uk

CanChild <https://canchild.ca/en/diagnoses/developmental-coordination-disorder>- A website to support parents and children with Developmental Coordination Disorder (DCD)