



DYSLEXIA POLICY



EPT Document Control

This policy applies to all Education Partnership Trust Schools.

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This policy considers the concept of dyslexia in the context of:

- The Rose Report (2009);
- Dyslexia, Literacy and Psychological Assessment. Report by a working party of the Division of Educational and Child Psychology (DECP) (British Psychological Society 1999, updated 2005);
- The Special Educational Needs and Disability Code of Practice (CoP) (DFE 2015).

The Special Educational Needs (SEN) Code of Practice (2015) provides a set of fundamental guiding principles (see below) and a framework of support for pupils with special educational needs, including dyslexia, and those with an EHCP and emphasises expectations for identifying SEND in schools and the assessment of children's progress (Sections 6.16, 6.17, 6.18 and 6.19)

The principles are:

- pupils with special educational needs should normally have their needs met in mainstream schools or settings;
- pupils with special educational needs should be offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum;
- the views of the pupil should be taken into account;
- parents have a vital role to play in supporting their child's education.

Definition

The service agrees with the Rose Report's working definition of dyslexia:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

It is recognised that:

- pupils with dyslexia may have difficulties in phonological awareness, memory and processing speed;
- dyslexia occurs across the range of intellectual abilities;
- dyslexia is best thought of as a continuum and there are no clear cut-off points;
- co-occurring difficulties may be seen in aspects of language, motor co-ordination and personal organisation;
- a good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the pupil responds or has responded to well-founded intervention.

Assessment and Intervention

From the definition it follows that assessment of accurate and fluent word reading and spelling is required. The service promotes the use of the three levels of assessment as outlined in the Rose Report:

1. Monitoring of progress;
2. Skills assessment;
- 3 Comprehensive assessment.

It is expected that substantial and sustained efforts will have been made by staff to monitor, assess and address the pupil's difficulties. A comprehensive assessment involves on site specialist teacher provision.

All assessments should take into account the following points taken from the DECP's Working Party Report:

- whether the pupil is finding it extremely difficult to acquire accurate and fluent skills relating to reading and spelling at the word level when compared to other pupils their age;
- whether the pupil has had appropriate evidence-based learning opportunities;
- whether the pupil has made progress only as a result of much additional effort and instruction and the difficulties have nevertheless persisted.

Assessment relating to accurate and fluent skills in reading and spelling at the word level should include:

- gathering information concerning the pupil's progress in word reading and spelling with regard to National Curriculum levels;
- assessment of vocabulary, phonic skills and phonological skills;
- a comparison of pupils of the same age, e.g. standardised assessment related to word reading and spelling.

The above assessment will help inform subsequent teaching. Intervention for the pupil will include a plan identifying specific targets, appropriate evidence-based strategies and details of how progress will be evaluated.

In order to identify whether the pupil has had appropriate targets and strategies, and access to appropriate learning opportunities, information about the following will need to be considered:

- effective use of national/LA resources for developing literacy skills;
- assessment of the impact of teaching strategies and interventions on the pupil's learning;
- curriculum access, including differentiation of the curriculum in the classroom and differentiation of homework, such that pupils are set realistic and achievable tasks;
- previous learning targets, interventions, strategies and their subsequent implementation, review and revision;
- the educational history of the pupil, to include looking at school records and discussion with parents, pupils, teachers and other relevant people;
- pupil progress made in relation to additional effort and instruction;
- monitoring of pupil performance across interventions and over time to establish the extent to which difficulties persist.

The CoP 2015 states that assessment should not be regarded as a single event but as a continuing process. When undertaking an assessment relating to dyslexia, the DECP notes that:

- no one test can be considered obligatory in Educational Psychology assessments;
- no particular pattern of test scores can be regarded as necessary or sufficient in deciding whether and to what extent

learning difficulties can be described as dyslexic, thus an IQ test is not necessary to determine whether a pupil does or does not have dyslexia;

- to be useful, all assessments should lead to workable plans of action that promote learning.

The Role of the Service

- to guarantee all teaching staff have core skills as described in the Department for Education (DFE) Inclusion Development Programme;
- to ensure that high quality teaching is consistently in place to support the acquisition of literacy skills for all, incorporating national and LA strategies;
- to make sure that systems are consistently in place to regularly assess and monitor pupils' progress in literacy in order to inform intervention, and to highlight pupils who may need additional and different provision;
- to ensure teachers are skilled in a range of strategies and interventions applied across the curriculum to meet the needs of the majority of the learners;
- to ensure a teacher has 'specialist skills' in their knowledge and teaching of children with dyslexia;
- to ensure that at least one teacher has advanced skills in their knowledge of dyslexia;
- to make effective use of the school's SEN delegated budget;
- to provide a graduated response to intervention in line with the CoP according to the severity of a pupil's needs and in collaboration with pupils and parents;
- to seek and implement advice from support services where necessary;
- to organise access arrangements for pupils with dyslexia if appropriate;
- to ensure that appropriate additional and different provision is consistently in place to meet the needs of pupils with dyslexia, based on regular and detailed assessment of their skill levels.
- will work in partnership with parents/carers and families and take careful account of the views of the child and their parents/carers by ensuring that parents/carers are given appropriate information in order for them to understand how their child's needs are being met and how they can support their child at home.
- will make sure they plan provision for all children who experience long term and persistent difficulties with word level literacy skills and other skills such as comprehension, including children who are described as having dyslexia.

Intervention should draw from evidence-based practice both in relation to national research and pupils' responses to interventions. It should include:

- phonological awareness training;
- structure (logical progression of elements with small steps teaching and explicit links made between steps);
- reinforcement (regular and frequent practice to automatic retrieval and access to all components of learning through interleaved and cumulative learning);
- skills teaching (teaching should concentrate on the development of useful and transferable skills to reduce burdens on memory);
- multi-sensory approaches (active and interactive integration of visual, auditory, kinaesthetic and tactile elements of teaching and learning);
- metacognition (encouraging pupils to think about what strategies and approaches would be best for them to use in different circumstances);
- success-based learning to build self-efficacy and to combat emotional obstacles to learning such as low confidence and anxiety.

The Specialist Teacher should

- support staff in their implementation of good quality and effective literacy teaching for all;
- keep up-to-date with current research in the acquisition of literacy skills;
- undertake action research and disseminate best practice to schools;
- to ensure access to specialist advice and training;

- respond to service requests for support when assessing and applying for exam arrangements;
- ensure access to sufficient expertise to meet the needs of pupils with dyslexia and dyslexia difficulties (Rose recommendations 2 and 7);
- help evaluate intervention programmes and ensure sufficient expertise is available where programmes need to be strengthened (Rose recommendations 3 and 18);
- identify of pupils with literacy difficulties;
- monitor effective implementation of the CoP guidance.

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