

Oasis Academy John Williams

Dyslexia Policy and Procedures

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Aim

The aim of this policy is to ensure that students who experience difficulties with Literacy development are identified early so that appropriate strategies can be put in place. This policy outlines the responsibilities of staff in ensuring these needs are met.

Early identification of Literacy Difficulties is the responsibility of all staff. Please note that students not making satisfactory progress do not necessarily have Special Educational Needs and/or Disability (SEND).

This working definition of Dyslexia is taken from the Rose Report 2009:

- 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 for 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.

This definition of Dyslexia put forward by Rose has been accepted by the major Dyslexia organisations, Bristol Local Authority welcomes this definition because it is inclusive, considers Dyslexia as a continuum and encompasses key characteristics.

Responsibilities of the Intervention Manager for Literacy:

- Work collaboratively with the SENDCo to plan and implement the provision for learners with dyslexia.
- Maintain professional knowledge and understanding of inclusion for students with Specific Learning Difficulties.
- Screen students for dyslexia using the GL Assessment Dyslexia Screener.
- Liaise with colleagues, e.g. SENDCo and external agencies to ensure that practice and provision is appropriate.
- Work with parents/carers to keep them informed of the strategies and approaches being used.
- Lead literacy interventions and monitor the progress and data for these interventions.
- Monitor the progress of all learners with dyslexia.

Class teachers have a responsibility to:

- Plan provision for the students who have been identified as having Specific Learning Difficulties.
- Choose appropriate learning objectives which challenge and support all students.
- Access strategies and vary teaching styles to support all students.
- Access strategies and vary teaching styles to support the unique learning profiles of each individual student.
- Refer to pen profiles for individual information.

Whole School Dyslexia Provision

- Tinted (coloured paper) exercise books.
- Overlays
- Screen shader (filter)
- Dyslexia observations
- All students complete standardised reading tests on entry to Oasis Academy John Williams. If a student is identified as having a low reading age, parents/carers will be contacted regarding the intervention on offer which will enable them to access the full curriculum.
- If teachers wish to make a referral for a dyslexia screening test, they must provide the SENDCo and Intervention Manager for Literacy with evidence of their concern. This history of need is required by the exam boards should the student be entitled to examination access arrangements in their education (Key Stage 4). Early identification therefore is essential.
- The Head of Year and SENDCo are responsible for liaising with Primary Schools with a view to gathering SEND information. Primary Schools and parents/carers are responsible for highlighting prior history of need and passing key information on. The SEND team can meet with parents/carers who are concerned about the transition of their child into secondary school. Students identified at this stage can complete a dyslexia screener at the beginning of Year 7.
- The Intervention Manager for Literacy will liaise with parents/carers to obtain their permission to complete a Dyslexia screening test with their child. Once the screening has been completed, the Intervention Manager for Literacy will liaise with parents/carers to explain the findings. The findings will be recorded on Bromcom and Provision Map on the relevant student profile.
- Students whose screening indicates a moderate or severe signs of dyslexia will be offered a follow up Portfolio test. The Intervention Manager for Literacy will liaise with parents/carers about completing this follow up test and the additional information it provides, e.g. processing speed and working memory. These results will again be shared with parents/carers and teachers. The Portfolio report will also be recorded on Bromcom and Provision Map.

Useful Websites:

- [Dyslexia - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)
- [Centre of Excellence for Dyslexia - The Dyslexia Association - The Dyslexia Association](http://www.dyslexia.org.uk)
- [Dyslexia.uk.com – Everything you need to know about Dyslexia in the UK](http://dyslexia.uk.com)