



Hampton Hargate Primary School

Dyslexia Friendly Policy

Date: SUMMER 2024
Review date: SUMMER 2026

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

At Hampton Hargate Primary we believe the child is at the centre of everything we do. Each child's individual learning style should be respected and reflected in our dyslexia-friendly school environment, which promotes teaching practices that empower all pupils to thrive. We believe that dyslexia friendly methods benefit all children, not only those with dyslexic tendencies. We recognise that a child's self-esteem and confidence go hand in hand with successful learning. We promote Dyslexia as a learning difference and discuss positive role models with our children.

What is Dyslexia?

In 2024, the Specific Learning Difficulties (SpLD) Assessment Standards Committee (SASC), published a new definition of dyslexia:

- Dyslexia is primarily a set of processing difficulties that affect the acquisition of reading and spelling.
- In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments.
- Across languages and age groups, difficulties in reading and spelling fluency are a key marker of dyslexia.
- The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.
- Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity.
- Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language.
- The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed.
- Working memory, orthographic skills and processing speed problems can contribute to the impact of dyslexia and therefore should be assessed.
- Dyslexia frequently co-occurs with one or more other developmental difficulty, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

Dyslexia Friendly Environment

Our classrooms:

- Are tidy and well-organised and provide a calm working atmosphere
- Have resources clearly labelled and available to support different curriculum areas, including desk-top aides
- Have interactive displays where key words and vocabulary is clearly displayed
- Use dyslexia friendly fonts
- Have seating and table arrangements to support learning
- Have IT equipment and software (Chromebooks, iPads, Clicker, Lexia etc.) available to support learners
- Have visual timetables
- Are appropriately lit and well-ventilated to provide a comfortable learning environment

Teaching Strategies

No two children are alike and learning preferences vary. Our teaching styles reflect children's differing needs and we employ strategies which are a benefit to all.

These can include:

- Multisensory Learning i.e. activities where pupils *say, see **and do simultaneously*** to develop strong neural pathways when learning
- Assistive technology and tools e.g. spell checkers, word processors, Clicker, Lexia and educational games
- Use of resources to support working memory such as number squares, word/phonics mats, task boards
- Short-term (or phonological) memory strategies for reading e.g. building up words when blending, chunking information, use of highlighters to identify important information, scaffolded learning (e.g. paired reading)
- Working memory strategies for writing e.g. story mountains/maps, mind-maps to help pre-plan writing, word banks / writing frames, breaking down tasks, offering different ways of recording information (diagrams, models, voice recordings)
- Strategies to support verbal processing e.g. clear verbal information, given time to process before answering, repeated if necessary, allowing extra time for tasks, giving the child regular prompts to keep on task, targeting accuracy before fluency, opportunities for overlearning and repetition
- Strategies to support visual stress e.g. avoiding black type on white paper, computer and visual aids, using thick enough paper to prevent the other side showing through, use of plain fonts (12-14 point), offering coloured overlays
- Self-awareness – pupils knowing what works best for them e.g. verbal rehearsal, visualisation, kinaesthetic (movement/actions), mnemonics (e.g. 'said' = '**S**nails **A**nd **I**nsects **D**ance)

Identification of Dyslexic Tendencies

All teachers are responsible for identifying dyslexic tendencies. At Hampton Hargate Primary School, we have a qualified Teacher and Assessor of Dyslexia who provides regular training to teaching staff to ensure that all are dyslexic aware, including at induction.

We employ a wide range of assessment methods and have pupil tracking/monitoring procedures in place. If teaching staff are concerned they can gather information by using a variety of formal and qualitative assessment tools available to teaching teams including:

- Phonic screening tests in Year 1 and Year 2
- Reading Running Records (PM Benchmark)
- Writing analysis
- Day to day class assessments, e.g. evidence gathered from 1:1 reading, whole class reading notes, spelling test scores
- Termly assessment data – analysis of progress
- Completing an 'At risk of literacy difficulties' referral which includes the Primary School Dyslexia Checklist (provided by BDA) to refer for Dyslexia screening (with parental permission),
- Evaluating evidence gathered over time and the effectiveness of interventions used previously.
- Discussing concerns with the SEND team
- Organising an observation/assessment of the child by the SEND team
- Discussing a child at termly pupil progress meetings with senior leaders/ SEND team
- Consulting with parents to gather further information/discuss next steps

Marking and Feedback

At Hampton Hargate Primary School, teaching staff will be mindful of managing the needs and self-esteem of dyslexic children in their marking and feedback.

Staff will:

- Explain marking criteria clearly to pupils
- Give positive and constructive feedback, both verbal and written
- Aim to mark with the child wherever possible
- Mark spellings sensitively using positive marking (highlighting the correct part of the attempted word) and only when spelling is a focus. Words spelled incorrectly are tracked and taught strategically.
- Give time to practice high frequency words (HFW) and overlearn them over several weeks, using precision teaching.

Access Arrangements

In the summer term of Year 6, access arrangements may be available if the child fits the criteria set by the Government outlined here: <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Partnership with Parents

Parental support is key to helping a child overcome any dyslexic barriers. Where appropriate, provision will be outlined in a pupil's coordinated plan, agreed with parents, who are given strategies to help their child at home. Parents are always welcome to discuss any concerns they may have. We aim to work together to understand how children can become successful learners, to promote Dyslexia as a learning difference, rather than difficulty, and to support each child's personal learning journey.

Monitoring and Review

This policy will be reviewed every two years.

Next review date: Summer 2026.