



Good Apple Independent School

Dyslexia Friendly School

| Date | Review Date | Coordinator | Nominated Governor |
|------------|-------------|---------------|--------------------|
| 05/09/2019 | 05/09/2020 | Natalie Myers | Tammy Goddard |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Disability Discrimination Act 1995
- School Standards and Framework Act 1998
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Equality Act 2010: Advice for Schools (DfE)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- [Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website \(Cabinet Office\)](#)



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We believe that children with a specific learning difficulty find it harder to learn to read, write and spell than other children. We acknowledge that dyslexia is one type of specific learning difficulty and can best be defined as...

“Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading, comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They pronounce common words or reverse letters and sounds in words.” (www.teachernet.gov.uk)

We are aware that dyslexia affects many children and that it has nothing to do with their ability or background.

We want to be a school that is dyslexia friendly and is able to identify and support children who are at risk of having dyslexic difficulties as early as possible. We want to prevent children having emotional and behavioural problems because their dyslexia has not been identified at an early stage. We want to take the fear out of school for children with dyslexia.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.



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The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To provide early and effective support in overcoming the barriers to learning and social emotional well-being for children with dyslexia.
- To achieve the status of a dyslexia friendly school.
- To create dyslexia friendly leaning environments.
- To ensure appropriate intervention strategies are relevant to the child's specific needs.
- To share good practice within the school.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Committee

The Committee has:

- delegated powers and responsibilities to the Headteacher to ensure we become a dyslexia friendly school by acknowledging dyslexia exists;
- appointed a coordinator for Special Educational Needs and Disabilities;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;



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- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Committee ;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Committee
 -
- nominated Committee member to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- review leadership and management, teaching and learning, the classroom environment, partnership and liaison with parents/carers, the governing body, and external agencies in order to become a dyslexia friendly school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and Committee



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- annually report to the Committee on the success and development of this policy.

Role of the SENCO

The SENCO will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated Committee;
- provide dyslexia awareness training for all teachers and support staff;
- provide support to all staff;
- provide awareness understanding for all teachers and support staff of the frustrations and emotional responses that children with dyslexia show and to demonstrate ways of dealing with it;
- identify children who are at risk at having dyslexic difficulties as early as possible;
- provide a specialist teacher with a qualification to diploma-level to deal with children with severe dyslexic difficulties;
- provide additional provision and programmes for children with dyslexia are met across the curriculum;
- keep individual performance records for each child with dyslexia;
- involve pupils in planning their support and monitoring their own progress;
- identify and share good practice in school and between schools;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- inform and report to parents/carers of their dyslexic child's strengths and difficulties;
- **show parents/carers different ways of supporting their child's learning by:**
 - reading to their child everyday or by listening to audio books together and then discussing the story;
 - watching films together and then discussing them afterwards;
 - playing descriptive games at all times of the day and on different occasions;
 - using technology such as speech to text packages and search engines that you can talk to;
 - writing down new words on a whiteboard as dyslexics are visual learners;
 - taking an active interest in their child's hobby(ies) or interests.
- undertake risk assessments when required;
- review and monitor the effectiveness of this policy;



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- annually report to the Committee on the success and development of the school as a dyslexia friendly school.

Role of Classroom Teachers

Classroom Teachers will:

- comply with all aspects of this policy;
- attend INSET that deals with:
 - the indicators of dyslexia
 - appropriate teaching approaches
 - helping children understand their dyslexia
 - emotional and behavioural difficulties
 - resources and technology
- recognise the early signs of dyslexia and will notify the SENCO in order to arrange for preliminary assessments;
- ensure pupils with dyslexia have full access to the full curriculum;
- consider ways of improving the curriculum learning environment to make it more dyslexia friendly;
- support pupils with dyslexia across the curriculum;
- provide learning materials that are dyslexia friendly;
- use a differentiated programme of work;
- work hard to raise pupils self-esteem;
- praise and reward pupils;
- use visual timetables;
- create a structured and organised classroom;
- not ask pupils to read aloud without preparation;
- mark written work on content;
- ask pupils to read their work if their work is difficult to read;
- assess through oral responses;
- ensure the smooth transition from class to class to class and across phases;
- work closely with the SENCO and the specialist dyslexia teacher;
- work closely with parents/carers;
- listen to the views of children;
- be aware of all other linked policies;



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- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Support Assistants

Support Assistants will:

- comply with all aspects of this policy;
- attend INSET that deals with:
 - the indicators of dyslexia
 - appropriate teaching approaches
 - helping children understand their dyslexia
 - emotional and behavioural difficulties
 - resources and technology
- provide support for pupils with dyslexia;
- liaise closely with classroom teachers;
- assist in contributing to individual pupil support plans.

Role of Educational Psychology Service

The Educational Psychologist will:

- offer advice and intervention strategies for classroom teachers and support assistants;
- provide assessment, identification and educational planning for children with dyslexia;
- assess and work with individual pupils.

Role of Speech and Language Therapist

The Speech and Language Therapist will:



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- assess whether a child has speech and language difficulties or communication problems;
- offer advice to the school and to parents/carers so that the child can reach their full potential.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be aware of the support that is given to them;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school by:
 - sharing their concerns and anxieties;
 - sharing important information regarding their child;
 - receiving information about the measures that we are taking to address their child's difficulties;
 - being aware of and up to date with the SEN Code of Practice;
 - being involved with the target setting process;
 - supporting and working with their child;
 - being aware of simple techniques and approaches;
 - keeping things simple;
 - keeping in regular contact with the SENCO;
 - being aware that their child can have special exam arrangements;



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- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Special Educational Needs and Disabilities
 - Pupil Behaviour and Discipline
 - Anti-Bullying
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information



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- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Committee for further discussion and endorsement.

Linked Policies

- Special Educational Needs and Disabilities
- Inclusion
- Pupil Behaviour and Discipline
- Anti-Bullying
- Curriculum
- Teaching and Learning
- Differentiation
- Assessment

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan



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- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

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| Headteacher: | N Myers | Date: | 05/09/2019 |
| Chair of Governing Body: | T Goddard | Date: | 05/09/2019 |