

Kircubbin Integrated Primary School



Policy for Supporting Pupils with Dyslexia

Reviewed/Updated	Date
Updated	7th January 2022
Review	January 2025

Rationale

At Kircubbin Integrated Primary School we recognise that some pupils, despite often having average or above average intellectual ability and good oral skills, have unusual difficulty learning to read or to spell and write fluently. These pupils may be described as having specific learning difficulties or dyslexia. We recognise that these pupils have special educational needs and that these needs have to be met to the best of our ability and resources; we recognise that these pupils have skills and talents which need to be nurtured and developed and that they have the same right of access to the NI curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

We are aware that pupils with Specific Learning Difficulties (dyslexia) have experienced "failure" and that often their motivation for work involving Literacy is low. We are conscious of the need to try to make these tasks as stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a good deal of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained. We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme. Depending on the age and stage of the pupil, they may contribute by, for example, making and illustrating personal dictionaries and word banks; reading to their child on a regular basis; participating in paired reading schemes; hearing their child read every day; helping their child with homework.

Developing a Dyslexia-Friendly Learning Environment

As a school we have sought to develop a Dyslexia-Friendly Learning Environment. This has involved all the teaching staff completing in-service training on supporting children with Dyslexia, the creation of a Dyslexia-Friendly Handbook for staff and the introduction of Dyslexia-Friendly toolkits/resources in every classroom.

At Kircubbin Integrated Primary School, along with using Dyslexia-Friendly teaching strategies and resources in class, all teachers will:

- be as sensitive as possible to sources of anxiety and embarrassment, e.g. being asked to read aloud in class, being asked to copy large amounts of written material from the board.
- take account of the pupil's difficulties when marking work by, for example, concentrating on content rather than absolute spelling or grammatical accuracy.
- be aware of the need to find alternative ways of assessing progress rather than always through written tasks.
- take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homeworks which pupils should be capable of completing within a reasonable period of time (see homework schedule for specific time for each year group).

Screening and Monitoring

We will operate a screening and monitoring programme to try to ensure that all pupils who are experiencing difficulties with aspects of Literacy are identified as early in their school career as possible. This will involve analysing standardised scores (PTE/PTM/CAT4) and regular teacher observation.

We will assess and make provision for the pupil's difficulties within the framework of the Stages of the Code of Practice for the Identification and Assessment of Special Educational Needs. We will prepare appropriate Personal Learning Plans (PLPs), setting out the provision we propose to make for the pupil and the objectives for that provision. This provision will be discussed with the pupil's parents, who will be kept informed of progress.

Educational Psychology Input/Additional Measures

If, despite our efforts to meet the pupil's difficulties, it is felt that there is still a noticeable discrepancy between the pupil's oral skills (talking and listening) and his/her attainment in Literacy skills and that he/she may need more specialist help than we are able to provide from within our resources, we may, following consultation with parents, refer the pupil for assessment by the Education Authority (EA) Psychology Service.

This assessment will address the need for specialist support provided by the EA. Following discussion with the psychologist we will formulate a revised PLP. The revised plan will set out the provision that we can make within our own resources, and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties, will be made aware of the agreed plan and the agreed strategies to help give him/her access to the curriculum. These strategies may, depending on the needs of the pupil, include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. The pupil will also be allowed to produce work using a word processor on an iPad/computer so that he/she should be able to correct it more easily. This will be considered, especially, in cases where the pupil has major difficulty with the technical aspects of handwriting or with speed of handwriting.

Link with other policies

This policy links with the following school policies:

- Pastoral Care
- Special Educational Needs
- Teaching and Learning
- Transition Policy for Children with Special Educational Needs

Monitoring and Review

This policy will be monitored regularly by the Senior Leadership Team and the issues arising reported by the Principal to the Governors.

Signed: _____ Principal

Signed: _____ Chair of Board of Governors

Date: _____