Dyslexia is a learning difference, which may cause difficulty in the acquisition and the development of reading fluency and spelling. It affects at least 1 in ten pupils. Its characteristic features are difficulties in acquiring phonological awareness, memory and processing speed.

It may also include difficulties with motor skills, personal organisation, mental calculation. Dyslexia can affect children across the range of intellectual abilities.

**A Dyslexia Friendly School is a school that:**

- Values the needs of all learners and demonstrates a positive view towards pupils with Dyslexia.
- Provides support through differentiation and quality first teaching.
- Can identify at an early stage, assess using school’s usual assessment procedures and intervene appropriately.
- Supports dyslexic pupils and others with diverse learning needs and regularly measures the impact of intervention at reviews with staff and parents.
- Provides relevant and supportive continuing professional development for all staff.
- Works in partnership with parents and pupils in order to maximise achievement.
- Has effective interventions in place to support the development of literacy skills.

**What does a Dyslexia Friendly School look like?**

Strategies for addressing Dyslexia in mainstream settings usually make teaching and learning more effective for all pupils, including gifted and talented. Regardless of learning need, a majority of pupils seem to make better progress, stay on task for longer and achieve their full potential when taught in a dyslexia friendly way.

The approach pervades all aspects of teaching and learning all the time. **Using a dyslexia friendly approach works for the majority of pupils.**

In the classroom we will find out what children are good at, give them a chance to do more of it and catch them doing it right.

**The School will:**

- Put the appropriate support and resources in place.
- Provide relevant training for all staff.
- Support parents in developing their understanding of our approaches at reviews and coffee mornings for support programmes.
- Listen to the views of pupils and parents.
Teachers will:

- Model a variety of recording methods.
- Offer overlearning opportunities to embed phonological skills and sight vocab.
- Provide opportunities for multi-sensory teaching and learning
- Regularly monitor children’s progress
- Put in place interventions to support the development of key Literacy skills
- Value pupil’s approaches to recording their work.
- Give pupils the choice to record their understanding in a variety of ways eg mind map, story board, flow chart, role play, ICT and ‘tell me’.
- Use the language of success and have high expectations.
- Use fewer words and more visual and tactile examples as appropriate; organise displays to maximize visual prompts for pupils.
- Make good use of eye contact.
- Monitor frequently for understanding.
- Use more colour, movement and pictures.
- Limit the number of concepts introduced at one time.
- Differentiate homework appropriately.

Pupils will:

- Enter into the learning process confident that they will be supported when necessary.
- Get the opportunity to record their work in a variety of ways.
- Develop confidence and independence.
- Have clear targets set, so they understand their next learning steps.

We would like parents to:

- Form a partnership with the school based on trust, mutual respect and honesty.
- Use dyslexia friendly approaches when working with their children at home, as suggested at review meetings with parents, coffee mornings for support programmes and conversations with individual parents.

This policy will be reviewed on a regular basis.

Updated October 2017

Signed ___________________________ Date ___________________________ Headteacher.
Signed ___________________________ Date ___________________________ Chair of Governors.