

Dyslexia Friendly Guidance at Ripponden J&I

Ripponden J&I School endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important in our school that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils, as strategies that are good for the dyslexic learner are good for everyone.

What is dyslexia?

Dyslexia is a common, lifelong learning disability that primarily affects a person's ability to read, write, and spell. It is a neurobiological condition caused by differences in how the brain processes language, and it is not a reflection of a person's overall intelligence.

Teaching strategies

Everybody has an individual learning style. Dyslexic children may process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling dyslexic children to learn effectively in the classroom. Therefore, at Ripponden J&I School, we employ the following teaching strategies for dyslexic children:

- We promote a 'can do' culture.
- We understand and value the different ways in which children learn, describing mild learning difficulties as 'superpowers'
- We use multi-sensory methods of learning.
- We explain things many times, in a variety of ways.
- We give guidance about how to do tasks systematically.
- We promote positive self-esteem.
- We are aware of signs of tiredness and fatigue, allowing children opportunity for a break within their learning.
- We enable dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Our marking identifies success and improvement points (next steps), at an appropriate level.
- We use adult support whenever possible.
- We use the GL assessment to flag up any dyslexic tendencies and provide a report for ourselves and parents.
- We use the spelling scheme 'Ed Shed' as an additional intervention for children with diagnosed dyslexia.

- We offer additional time where needed for important tests such as SATs (in-line with SATS guidance)

Dyslexia Friendly Classrooms

At Ripponden J&I School we recognise that the correct working environment is vital for all learners. For a dyslexic child, they may be having difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need. If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed. Therefore classrooms are:

- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Minimally distracting, so that pupils can focus on the learning opportunities being presented to them.
- Adapted so that dyslexic children have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them, when relevant.
- Information and displays are accessible e.g. picture clues, buff backgrounds on the interactive whiteboards.

Dyslexia Indicators

All teachers have responsibility for dyslexic children. If the school's assessment and observation procedures indicate concerns regarding reading, spelling, writing or numeracy, teachers will implement the following procedures:

- Consult the SENDCO, Miss Smith.
- Consult with parents and child (if appropriate).

Partnership with Parents

The SENDCO and class teacher will then arrange a meeting with parents to discuss next steps. In an event that we believe a private dyslexia assessment may be beneficial we would recommend local professionals who conduct assessments for a small fee. We will ensure the meeting with parents outlines how we are going to support your child with their dyslexia, and any additional intervention that may be put in place. This may sometimes mean, your child is added to the SEN register, but we will always consult with parent first.

We acknowledge that maximum participation by parents/carers is essential in embedding positive attitudes in all learners. We endeavour to be in regular contact with parents – face to face, on the telephone or via email. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help. Parent workshops are available and held at school.

If you have any questions or queries about how we support children with dyslexia at Ripponden J&I School, please contact the office at office@ripponden.calderdale.sch.uk, or the SENDCO directly at SENDCO@ripponden.calderdale.sch.uk.