



## Greenhall Nursery

### Dyslexia friendly policy

Greenhall Nursery 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.

We promote equal opportunity for all children regardless of gender, age, religion, culture, ethnicity or ability. We acknowledge that our children are very young and also have additional needs, predominantly physical difficulties. Because of this they may not show the traditional indicators of dyslexia e.g. letter reversal, but they may show dyslexic tendencies in all areas of the curriculum. We believe that being a dyslexia friendly school will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

#### **What is Dyslexia?**

‘Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching’.

British Psychological Society 1999 (as adopted by Staffordshire County Council January 2007)

According to the Dyslexia Institute, dyslexia can be defined as:

‘...a combination of abilities and difficulties which affect the learning process in reading, writing, spelling and sometimes numeracy.’

Dyslexic children frequently have weaknesses in short term memory, sequencing and processing information – skills everyone needs to learn effectively in a busy classroom. What may start as a learning difference becomes a learning difficulty if dyslexia goes unrecognised and the teaching is inappropriate.

At Greenhall we advocate early intervention. As such, if those with milder forms of dyslexia are identified early and given the opportunity to learn they way they learn best, then the dyslexia may cease to be a barrier to their learning. The skills and strategies which dyslexic children need in order to learn can be taught.

## **Teaching strategies**

Everybody has an individual learning style. Dyslexic children seem to 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 Greenhall Nursery, we employ the following teaching strategies for all children as appropriate. These can be specifically helpful for children with dyslexia:

- Have high expectations for intellectual stimulation, but reasonable expectations for written responses.
- We promote a 'can do' culture.
- Use multi sensory methods of learning – VAK learning styles.
- Be prepared to explain things many times, in a variety of ways.
- Give guidance about how to do tasks systematically.
- Promote positive self esteem at every opportunity.
- Be aware of signs of tiredness and fatigue, allowing the children opportunity for a break within their learning.
- Enable all children including dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing- the use of alternative methods of recording is actively promoted
- Evidence of achievement, observations and assessment show next steps for the child in their learning
- Use of ICT as a method of recording- iPads, camera's, talking tins, alphasmart,

## **Dyslexia Friendly Classrooms**

At Greenhall Nursery we recognise that the correct working environment is vital for all learners. For a dyslexic child, already 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:

- Arranged so that during lessons, all children including the dyslexic child can sit near the teacher and any equipment needed e.g. IWB.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily and independently.
- Information and displays are accessible e.g. using non white paper, picture clues, symbols.
- Information is presented following dyslexia friendly guidelines.

## **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:

- Refer to Handy Hints.
- Complete Dyslexia Indicator checklist (DFES)
- Consult SENCO (Joanne Di Castiglione)
- Consult with parents and child.
- Consult with SENSS / EP if required.

## **Assessment and Intervention**

The school's assessment and tracking procedures facilitate the early identification of difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted and an appropriate intervention programme is developed. All children have differentiated individual targets for Communication and Language, PSED, Physical Development and Early Learning Skills, set termly. Our assessment package B<sup>2</sup> enables us to track progress in all seven areas of the EYFS and helps us to identify if children are having difficulties in a specific area, or if their difficulties are more global.

## **Partnership with Parents**

At Greenhall Nursery we believe that parents are a child's primary educators and play a vital role in a child's education. We acknowledge that maximum participation by parents/carers is essential in embedding positive attitudes in dyslexic learners. We endeavour to be in regular contact with parents – face to face, on the telephone or via individual daily communication diaries. 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, covering a wide variety of topics that both staff and parents have identified as being of importance to the children's learning and development.

## **Complaints Procedure**

If you have a complaint please come and see us. We will listen and deal with it as quickly as possible. When parents are worried or unhappy about any aspect of school life or the curriculum they should come and talk to the class teachers first. This will usually resolve the problem, however, if they are still dissatisfied then they

should contact the Head teacher. Further steps would be to inform the Governing Body and the Local Education Authority.

### **Monitoring Effectiveness**

The coordinator for dyslexia at Greenhall is Joanne di Castiglione. She will monitor the effectiveness of the policy together with the link Governor, Rod Goldthorpe. They will then report back to the Curriculum Committee.

### **Equal Opportunities**

This policy should be read in conjunction with the Equal Opportunities Policy.

Policy reviewed and approved: March 2017, June 2019

Review due: March 2021

Signed.....(headteacher) Date:

Signed.....(Chair of Governors) Date: