

Carrick Academy



Policy Statement

Dyslexia and Inclusive Practice

2022

1. RATIONALE

All staff at Carrick Academy are committed to ensuring that the additional support needs of pupils with dyslexia and other literacy difficulties are met, leading to successful inclusion of these pupils thus allowing them to achieve their potential.

Dyslexia Scotland defines dyslexia as:

“a continuum of difficulties in learning to read, write and/or spell, which persists despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.” *Dyslexia Scotland 2011*

We at Carrick Academy recognise that although dyslexia cannot be cured, many of the barriers that dyslexic learners face can be overcome. Each individual child and young person with dyslexia will have his/her own individual combination of strengths and difficulties and it is our duty to harness the strengths and help pupils to utilise them to their full capacity while also helping them to overcome the difficulties they may encounter.

One person in ten is thought to be dyslexic with 4% of the population believed to be severely dyslexic. In order to meet the needs of dyslexic pupils, as well as other pupils experiencing literacy difficulties, we aim to be dyslexia aware and vigilant while ensuring that every class provides a dyslexic friendly environment.

Making appropriate provision is a whole school responsibility and this policy should make clear how it will meet the needs of the children / young people with dyslexia.

2. AIMS

To facilitate and encourage

- Whole school awareness of what dyslexia is and how we can support it.
- Whole school responsibility for supporting children / young people with literacy difficulties including dyslexic difficulties.
- Empowerment of teachers to meet the needs of all their pupils.
- Dyslexia friendly and inclusive learning environments.
- Early identification of children / young people at risk of developing literacy difficulties and appropriate intervention strategies suited to meet individual’s needs.
- Confidence and consistency in using the Staged Intervention Model embedded within South Ayrshire’s Dyslexia Guidelines.
- Effective monitoring and tracking systems to record pupils’ literacy development.
- Effective networking for sharing and celebrating good practice.
- CPD opportunities for staff.
- Resilience in pupils.
- Development of children / young people’s empathy and awareness towards dyslexia through leadership opportunities for pupils to be part of the student DIPA group and provide CPD for staff

- Positive and effective parent / carer partnership.

3. KEY PRINCIPLES OF GOOD PRACTICE

- Whole school responsibility for supporting children / young people with dyslexia.
- A positive ethos towards dyslexia is evident throughout the school.
- Staff are able to identify and respond to the unexpected difficulties that a dyslexic learner may encounter and make best use of their tracking systems and the data available to them through Assessment for Learning approaches.
- The focus is on the premise of early identification and intervention of children / young people at risk of developing literacy delay or difficulty.
- Appropriate intervention is implemented at the earliest possible opportunity and in the least intrusive manner.
- There is a zero tolerance of failure and staff are proactive when pupils' targets are not met.
- Individual differences in learning styles are recognised and harnessed to ensure equality of access to the curriculum through appropriate individual planning and differentiation.
- Full involvement of pupils in discussion of their additional support needs and progress is encouraged.
- Parents / carers are invited to be active partners in their child's education.

4. ROLES AND RESPONSIBILITIES

RESPONSIBILITIES

We recognise that it is every teacher's responsibility to provide an appropriate curriculum, accessible to all pupils, that allows each individual to learn and progress. Responsibility for meeting the additional support needs of dyslexic pupils is the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. School staff should be able to demonstrate:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils in their class.
- Utilisation of a range of appropriate teaching and learning programmes that match the range of abilities of all pupils in their class, within the curricular framework of the school.
- Monitoring and tracking pupils' progress using school procedures taking due account of the difficulties experienced by dyslexic pupils when assessing progress.
- Commitment to reducing barriers to learning and, where required, providing appropriate and timely interventions or alteration to the learning and teaching environment to meet all pupils' needs.
- Awareness and understanding of dyslexia including
 - learning differences associated with it that may cause difficulties or barriers to learning,

- an understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary,
- acknowledgement of the very severe difficulties that some dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy, and
- understanding that there is no quick fix or cure for dyslexia and that supporting dyslexic pupils may be an ongoing challenge for teachers.
- Familiarity and confidence in following South Ayrshire's Staged Intervention process for identifying and supporting dyslexia.
- Support to parents / carers in understanding and addressing concerns.
- Contribution to and involvement in the monitoring, tracking and review of pupils. Staged Intervention plans taking into consideration parents / carers and pupils' views.
- Understanding that dyslexic pupils may
 - persistently underachieve because of dyslexia,
 - misbehave or use illness as a coping mechanism to mask difficulties,
 - deliberately underachieve and/or associate with slower learners or disaffected pupils in order to save themselves from being embarrassed by the effects of their dyslexia in the classroom - image is important to many pupils and they may not want to appear different from peers for fear of rejection.
- Anticipate difficulties and stress arising from the impact of dyslexia on organisational and short-term memory by working together with parents / carers and pupils themselves to develop strategies to deal with problems concerning e.g. :
 - Copying down homework at the end of the lesson.
 - Sending home notes and newsletters.
 - Relaying verbal messages.
 - The amount or type of homework.
- Willingness to ask for advice and support and access to relevant CPD where required.

ROLES

PT Pupil Support (SfL):

- Be skilled in supporting young people, parents and staff with dyslexia strategies.
- Be knowledgeable of and confident in following South Ayrshire's Staged Intervention process for identifying and supporting dyslexia.
- Collate the gathering of evidence and monitor progress when pupils are going through the staged process of assessment and identification for dyslexia.

Class teachers:

- Know who the dyslexic learners are in their classes and provide appropriate and timely interventions or alteration to the learning and teaching environment or approach to meet all pupils' needs.
- Refer any concerns to Pupil Support staff.
- Actively contribute to the process through the sharing of detailed information, knowledge and evidence from pupils' classwork.
- Monitor and track pupils' progress using school procedures.
- Contribute to and be involved in the monitoring, tracking and review of pupils' Staged Intervention plans with Pupil Support staff.
- Be aware of and take into consideration parents/carers and pupils' views when planning.

School Assistants:

- Demonstrate knowledge of a range of strategies that can be employed to support learners.
- Have access to information in Staged Intervention plans relating to the needs of pupils they are supporting.
- Liaise with class teachers to provide an effective support role within the classroom.
- Liaise with PT Pupil Support when issues arise in class for pupils.

ACCESS TO ADDITIONAL SUPPORT **South Ayrshire Cluster Support**

The 5 roles of the Support Teacher (as described in the SOEID 1994 EPSEN document) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

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| 1. Tuition | Providing direct teaching for pupils (small groups or individuals). |
| 2. Co-operative Teaching | Cluster staff can support the work of the class and class teachers by targeting assistance in a planned way to pupils experiencing barriers to learning but also by enriching the overall quality of teaching and learning. |
| 3. Consultancy | Liaising with school staff and other agencies e.g. educational psychologist. |
| 4. Providing specialist services | Cluster staff can provide services to individual pupils e.g. supporting transition and its curriculum, identification and assessment of dyslexia, family support, etc. |

5. Staff development Contribution to the enhancement of colleagues' professional development through: seminars, case conferences, delivering courses and providing information about dyslexia, barriers to learning and how the learning and behaviour of dyslexic pupils might be dealt with effectively.

Role of the Educational Psychologist

The role of the Educational Psychologist is to offer advice and intervention to children / young people, parents / carers, schools, the Education Service, and partners in the assessment, identification and educational planning for pupils with dyslexia.

This may include working:

- with staff in reviewing assessment methods and evidence of dyslexia.
- at school level in validating Assessment Arrangements, as per Scottish Qualifications Authority (SQA) guidance.
- at authority level and nationally in contributing to and ensuring that there is appropriate and effective policy and guidance, including research and development.

TRANSITION

Transition for all pupils can be a particularly stressful time, and for children / young people with dyslexia, it can pose additional worries and concerns; therefore we aim to make each transition as smooth as possible.

During February of P7, the PT Pupil Support will conduct visits to all Cluster primary schools and collate information about all dyslexic learners to share with secondary staff ahead of the 4 day transition visit.

MONITORING AND EVALUATING

All teachers should be continually monitoring and evaluating progress and adapting provision where appropriate. The PT Pupil Support, Cluster teachers assigned to Carrick and Guidance staff are responsible for writing, monitoring and evaluating SMART targets in Staged Intervention plans. Pupils and parents / carers views are integral to this process and as such consultation will take place both formally and informally.

5. PARENT / CARER PARTNERSHIP

The Additional Support for Learning (Scotland) Act 2009, encourages the strengthening of relationships with parents / carers and their involvement in working with schools and local authorities in order to best meet the needs of all children and young people. It also promotes the need to involve parents / carers in planning and decision-making processes.

We at Carrick Academy aim to maintain an open line of communication with parents / carers. Where there are concerns about a pupil's literacy progress we aim to involve parents / carers in discussion early on to support their own understanding of what difficulties their child is experiencing, what the school is doing to address this and how they can best support their child at home.

All parents / carers should be able to access:

- Information on Additional Support Needs including identification and assessment procedures.
- Information on local authority policy and practice on the curriculum.
- Information on school policy and practice on dyslexia and the curriculum as a whole.
- Confidential opportunities to discuss their concerns at an early stage.
- Information on how best to support children / young people at home.
- Information on where to find additional quality information.
- Information on Primary – Secondary Transition supports.

6. ARRANGEMENTS FOR EVALUATION OF THIS POLICY

It is essential that all of the issues addressed throughout the document be regularly reviewed to ensure that:

- The school's Dyslexia Policy is clearly understood by all staff.
- The most effective use is made of all resources.
- There is a consistency of approach.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, written consultation, profiling of pupils and using "Performance Indicators" from "How Good Is Our School 4".

The PT Pupil Support and the SMT Link will be responsible for the evaluation.

Pathway Overview for the Identification and Support of Literacy Difficulties and Dyslexia

Initial concern expressed and highlighted to school from;
Parent/carer, child/young person, professionals - e.g. class teacher, support for learning/classroom assistant, community link worker, social worker, outside/partner agency.



Class teacher begins process –

- Teacher accesses the Addressing Dyslexia Toolkit for advice and support strategies for the appropriate level/stage.
- Completes the “What to look for” checklist
- Implement use of appropriate strategies/approaches and monitoring (Establishing Needs/Concern Form 1)



Continuing Concerns expressed

Monitoring of appropriate learning strategies and opportunities for the pupil by class teacher indicate that concerns/difficulties still persist

- Direct pupil support input/consultation, if required further input from educational psychology. Completion of “Gathering Information/Concern Form 2”
- Learner’s questionnaire completed - support with this may be required, it may also be completed at home by the child/young person with their family
- All information is gathered from the holistic/collaborative identification process



Childs Planning/Support Meeting Held

Identification of Dyslexia agreed (Scottish definition)

Dyslexia is indicated when the evidence gathered from all those involved is highly confirmatory.



Yes

The “label” of dyslexia does not automatically provide specific resources for the child/young person. The label is not legally required to ensure that the needs of the child/young person are met, however if dyslexia is identified use of the term can be helpful for a number of reasons.



No

Use of appropriate strategies/approaches and monitoring of teaching and learning will be continued and can be revisited if required at a later date. Assessment information will support class teachers with future planning child/young person’s learning

Post school transition planning should provide information to the young person and family regarding assessments required and support available for further/higher education.