

Chuter Ede Primary School – Dyslexia and Dyscalculia Policy



The School's Dyslexia and Dyscalculia Policy runs alongside, and in addition to, the School's Special Educational Needs and Disability Policy.

Aim:

At Chuter Ede Primary School, we value all learning styles and adapt our practice in order to support all of our pupils to achieve their best and fulfil their potential. We recognise the strengths of those who have dyslexic or dyscalculic tendencies as well as identify the further support and guidance they may need within school and the classroom.

As a school we are committed to supporting pupils with dyslexic and those with dyscalculic tendencies and we will develop a suitable plan and targets to help them on their pathway to success. Often there are multiple factors that are to be considered for a child with dyslexic or dyscalculic tendencies and in order to identify the methods and strategies which will support each pupil, discussions will be had with parents/carers, class teachers, SENCO and pupil.

This will be achieved by:

- Early identification by class teacher and discussion with the child's parents/carers
- Quality First Teaching practices in every classroom
- Suitable support for the individual
- Monitoring and assessing of provision
- Pupil voice
- Adaption and review of strategies in place

Dyslexia

What is Dyslexia?

- *'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.'*
- *Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.*
- *Dyslexia occurs across the range of intellectual abilities.*
- *It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.*
- *Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.*
- *A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.'*

- Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties (Rose Report 2009)

The above definition can also be found in the Notts. LA Guidance document (2014), as is the following definition taken from The British Dyslexia Association Management Board October 2007:

'Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities.'

'It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.'

Dyscalculia

What is dyscalculia?

'Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities.'

'Mathematics difficulties are best thought of as a continuum, not a distinct category, and they have many causal factors. Dyscalculia falls at one end of the spectrum and will be distinguishable from other maths issues due to the severity of difficulties with number sense, including subitising, symbolic and non-symbolic magnitude comparison, and ordering. It can occur singly but often co-occurs with other specific learning difficulties, mathematics anxiety and medical conditions.'

BDA/SASC (2019)

A Graduated Response

Identification

The identification process for either dyslexia or dyscalculia will include:

- Assessment and identification of a child's specific educational needs as set out in the school's SEN policy.
- Early identification will be made by the class teacher and a discussion will be had with parents/carers about difficulties that the child is encountering.

- A checklist may be used by both parents/carers and class teachers in order to support what the appropriate next steps need to be.
- Following discussion with parents/carers, the SENCO and dyslexia co-ordinator will decide if a dyslexia/dyscalculia screening test is appropriate if the child is 8 years old or older.
- For a child displaying dyslexic tendencies, and is younger than 8 years old, the school will use the pre-screening resources found within the Nottinghamshire Guide to Dyslexia Friendly Schools as well as to implement the suggested strategies to support pupils.

For a child 8 years old upwards and who has shown indicators suggesting dyslexic or dyscalculic tendencies the following pathway will be followed:

- Discussion with parent/carer and permission sought to complete an assessment screening.
- The results reported following the screening will inform the creation of an action plan.
- Both the action plan and screening test report will be shared with parents/carers at an arranged time with the class teacher and/or dyslexia and dyscalculia co-ordinator/SENCO.

Quality First Teaching – Quality First Teaching is a part of everyday provision in school and both dyslexic and dyscalculic friendly strategies are included in order to benefit all pupils. Teachers will follow the Code of Practice (2014) Graduated Approach process of; Assess, Plan, Do, Review, through planning effective classroom support in response to needs identified through informal assessments and observations. This provision should be regularly reviewed by the class teacher and adapted to ensure progress is made.

Screening Tests – As a school we can use early indicator tools of dyslexic and dyscalculic tendencies. These tools vary and help to establish a child's areas of difficulty which require further support. A class teacher will gather evidence and complete assessments in order to gain a wider picture of a child's difficulties.

For dyslexia, this can be through the use of materials found in the Nottinghamshire Guide to Dyslexia Friendly Schools (2014) as well as a child's classroom activities and tasks.

The use of a screening test can identify areas which require further support as well as highlighting a child's strengths. It is important to be aware that screening tests are a 'snapshot' look at a child's abilities on the day that the test is delivered. It is also important that as a school we use the assessment, monitoring and observations of a child each day to form a clear picture of abilities and areas which require support.

Where pupils with dyslexia/dyscalculic indicators have been identified:

- Class teacher will use classroom and year group specific assessment tools to gather appropriate information on the child's learning.
- Observations and monitoring of the child in the classroom will take place.

- Where concerns arise, the class teacher will have a conversation with the child's parents/carers with regards to the difficulties the child is encountering.
- A discussion between class teacher, dyslexia and dyscalculia co-ordinator or SENCO and parents/carers may then take place.
- If it is felt that a dyslexia/dyscalculia screening test would be appropriate, parental consent will be sought.
- On receiving parental consent, the child will complete a dyslexia/dyscalculia screening test with a trained member of staff.
- The results generated by the screening test will be analysed by the dyslexia and dyscalculia co-ordinator who will, through liaising with class teacher, create an action plan.
- The screening report and result along with the action plan will then be shared with the child's parents/carers. At this point, through conversation with parents/carers, it will be ascertained the best approach to take in order to share this with the child and the next steps.
- The action plan for a child will be shared as part of the school's transition package in order for a smooth transferral of strategies into the following year group.
- The action plan for a child will be reviewed each term with the class teacher and, where appropriate, with either the dyslexia and dyscalculia co-ordinator or SENCO.
- Dyslexic and dyscalculic pupils are not automatically put on our school's SEN list. Should there be multiple difficulties, the class teacher and SENCO will decide if they need to be on our SEN list and parents/carers will be consulted.
- Through this review, the action plan will be amended and next steps set as well as a further review date in the next term.

Monitoring

For some pupils, it will be important to monitor and gather information over time regarding the difficulties they may face in the classroom. This will inform and support the most appropriate next steps for the individual as outlined in the above information.

Involving Parents

We encourage parents and carers to discuss any concerns they may have about their child's education and welcome the information that can be provided. As a school, we will share the information we gather in order to build a clear picture of their child's learning. If a screening test has been completed, the results along with any action plan required will be shared with parents/carers alongside the class teacher, dyslexia and dyscalculia co-ordinator or SENCO.

Review sessions will take place as part of Parent's Evening or SEN review meetings with parents/carers and the class teacher. This will be an opportunity to talk through the child's successes as well as to make any amendments which may be necessary. It will be ensured that parents and carers are involved with setting next steps in a collaborative relationship between school and home.

Pupil voice

As part of reviewing a pupil's dyslexia or dyscalculia action plan and strategies, the pupil will provide their voice through the use of a questionnaire or pupil voice session and discussion with an adult they are familiar with at school. This will then form an important part of establishing the next steps.

This policy has been developed in collaboration with reference to:

- SEND Code of Practice 2015
- The Nottinghamshire Guide to Dyslexia Friendly Schools
- Dyslexia: Notes of Guidance for Schools (2014) –Nottinghamshire Local Authority
- Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties – Sir Jim Rose (2009)
- Nottinghamshire Local offer
- The British Dyslexia Association
- Access Arrangements
 - Key Stages 1/2/3 - Government Standards and Assessment Agency website
 - Key Stage 4/5 - Joint Council for Qualifications (JCQ) website

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