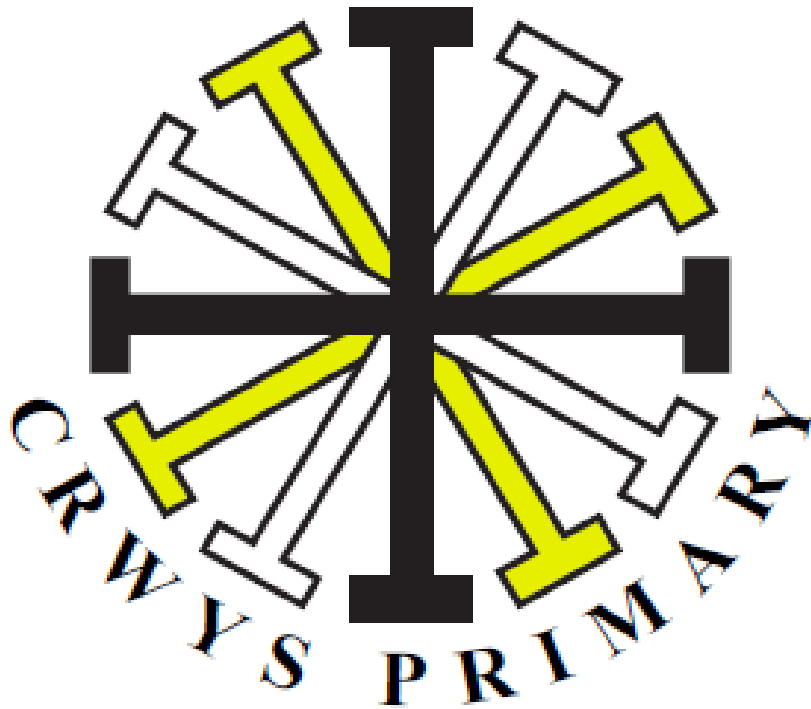


Crwys Primary School



Dyslexia Friendly School Policy

We believe that children with a specific learning difficulty find it harder to learn to read, write and spell than other children. We acknowledge that dyslexia is one type of specific learning difficulty and can best be defined as...

“Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading, comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They pronounce common words or reverse letters and sounds in words.” (www.teachernet.gov.uk)

We are aware that dyslexia affects many children and that it has nothing to do with their ability or background.

We want to be a school that is dyslexia friendly and is able to identify and support children who are at risk of having dyslexic difficulties as early as possible. We want to prevent children having emotional and behavioural problems because their dyslexia has not been identified at an early stage. We want to take the fear out of school for children with dyslexia.

Aims

- To provide early and effective support in overcoming the barriers to learning and social emotional well-being for children with dyslexia.
- To achieve the status of a dyslexia friendly school.

Procedure

Role of the Governing Body	<ul style="list-style-type: none"> • The GB has: <ul style="list-style-type: none"> ▪ delegated powers and responsibilities to the Headteacher to ensure we become a dyslexia friendly school by acknowledging dyslexia exists; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher and SLT	<ul style="list-style-type: none"> • In order to become a dyslexia friendly school the Headteacher and SMT will: <ul style="list-style-type: none"> ▪ review leadership and management, teaching and learning, the classroom environment, partnership and liaison with parents/carers, the GB and external agencies;

	<ul style="list-style-type: none">▪ monitor the way this policy is implemented
Role of the ALNCO	<ul style="list-style-type: none">• The ALNCO will:<ul style="list-style-type: none">▪ outline opportunities dyslexia awareness training for all teachers and support staff;▪ provide awareness understanding for all teachers and support staff of the frustrations and emotional responses that children with dyslexia show and to demonstrate ways of dealing with it;▪ identify children who are at risk at having dyslexic difficulties as early as possible;▪ encourage staff to gain qualifications in dealing with dyslexia;▪ keep individual performance records for each child with dyslexia;▪ involve pupils in planning their support and monitoring their own progress;▪ identify and share good practice in school and between schools;▪ keep up to date with new developments and resources;▪ inform and report to parents/carers of their dyslexic child's strengths and difficulties;▪ show parents/carers of ways of supporting their child's learning;▪ review and monitor the effectiveness of this policy;

Role of Teachers and Teaching Assistants	<ul style="list-style-type: none">• Teachers and teaching assistants will:<ul style="list-style-type: none">▪ attend relevant training;▪ consider ways of improving the curriculum learning environment to make it more dyslexia friendly;▪ work closely with the ALNCO;▪ work closely with parents/carers
Monitoring the Effectiveness of the Policy	<ul style="list-style-type: none">• The effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.