



What is dyslexia?

In 2009, Sir Jim Rose gave the following definition on 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 coordination, 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.
- In addition to these characteristics, the British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process.



A whole-school approach

At William Tyndale we are dedicated to supporting pupils with dyslexia: from early intervention in the Foundation Stage and Key stage One, through to screening and assessing in Key Stage Two. We also understand the importance of aiding a smooth transition from Year Six into secondary school.

We are currently working towards the British Dyslexia Association's (BDA) Dyslexia Friendly Quality Mark. As part of this work, we have conducted a self-audit of our provision for dyslexic pupils and have used this to inform the School Development Plan and SEND Action Plan.

Pupils with a diagnosis of dyslexia are supported through our 'SEND Support'. They are included on the SEND register, which enables longer parent conferences every term

with the SENDCo and any other specialist staff in attendance. Personalised targets are set at these meetings.

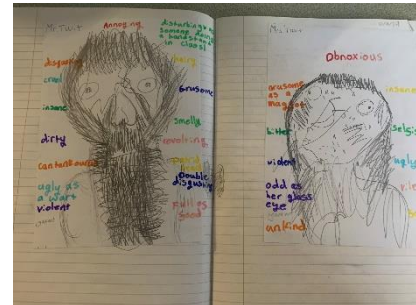
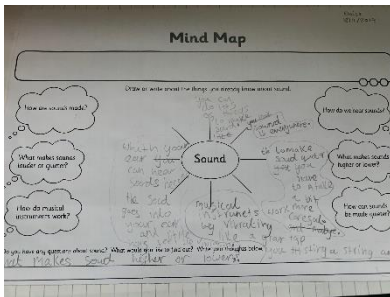
From Nursery, systems and procedures are in place to identify pupils with literacy difficulties. Pupil Profile meetings are held every term with classroom staff and the Senior Management Team to monitor closely the progress and attainment of every pupil. At these meetings we discuss any difficulties pupils are facing. Information is shared with supply teachers as well as other staff e.g. music teachers, before and after school activity teachers.

There is a governor linked to dyslexia who has enhanced knowledge and understanding as well as an awareness of the struggles faced by dyslexic pupils. The link governor meets regularly with the SENDCo and other specialist staff to monitor and evaluate provision for pupils and reports back to the governing body.

Support within the classroom

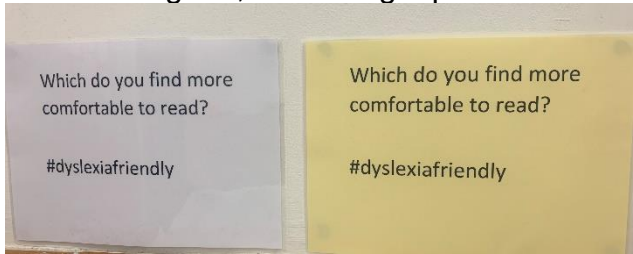
Every member of classroom staff at William Tyndale has received training from the BDA on supporting dyslexic pupils. We pride ourselves on creating 'dyslexia friendly' classrooms.

- Pupils are taught a range of planning methods, such as Mind Mapping®, and have the opportunity to record their work in a variety of ways e.g. bullet points, story board, flow chart, scribed, using a laptop or speech recognition.



- When written work is marked, we ensure pupils are assessed on the content rather than, for example, their spelling).
- Pupils are not required to copy writing from the board as we understand that this can be a cause of great frustration for pupils with dyslexia - and other pupils too!
- The BDA acknowledges the visual processing difficulties that some pupils with dyslexia can experience. At William Tyndale we use dyslexia friendly paper for the majority of our photocopying, etc. We also use matt laminating pouches to

reduce the glare, which might provide visual disturbance or discomfort.



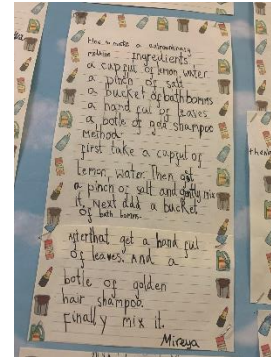
- Pupils have access to a wide range of equipment to support developing independence. Aside from access to laptops for touch typing, pupils also have access to Dictaphones, 'talking tins', spell checkers, sounding boards and more.

Teachers use multi-sensory techniques, which help aid memory through introducing an extra dimension to the learning. As well as reading about a period of history, for example, they might visualise and imagine how costumes might feel or listen to how music of that period sounded or taste a popular food of the time.

Here are some examples of our multi-sensory practice for clarification purposes, but by no means is this an exhaustive list!

Aural

Learning story bases off by heart as a class, helps children use the language and adapt it to create their own versions. Using singing, chanting and rhyming helps pupils learn e.g. spellings or times tables. We also pair pupils into 'talk partners', providing opportunities for collaborative learning and peer support.



Movement

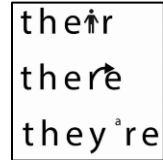
Introducing actions to particular sounds, words or phrases helps develop an associative learning tool.

Touch

Pupils practise writing in sand or on the table/carpet with their fingers, or making letters using modelling clay. They also use magnetic letters to break up words in order to help recognise chunks. As well as this, they cut up sentences to move around and reorder.

Visual

The use of pictures, films etc. can be used as stimulae e.g. visual spelling reminders such as:



Interventions

We offer a range of one-to-one and small group intervention teaching at William Tyndale. Sometimes these interventions are held during the school day by taking pupils out of parts of lessons or assemblies; other times, the interventions might be held before the school day begins. The aim of all interventions is for them to be a *temporary* support, which then finishes, allowing the pupil to develop the skills they have learnt into their everyday classroom practice.

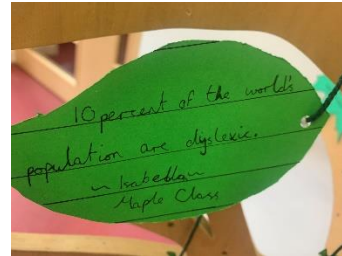
We have two permanent Reading Recovery Teachers <http://www.williamtyndale-islington.co.uk/Reading-Recovery>, one of whom is a Specialist Dyslexia Teacher and associate member of the British Dyslexia Association (AMBDA). Reading Recovery is an exceptional resource, which has excellent results. Despite its cost, we have ample evidence to support its significant impact on pupils' reading and writing progress. In Reading Recovery, we also, timetable Daily Supported Reading (DSR) into Year One classes and use elements of the DSR approach in Reception and Year Three classes.



We have a highly skilled and trained team of teaching assistants who run interventions including oral language skills, reading, spelling, maths and touch typing. Interventions are monitored and evaluated regularly to ensure optimal impact.

Supporting self esteem

We celebrate Dyslexia Awareness Week during the month of October with the aim that all pupils will understand what dyslexia is and how they can support themselves and each other. The week is also an opportunity to encourage pupils' high aspirations regardless of their difficulty or diagnosis.



At William Tyndale, pupil conferencing takes place to give pupils the opportunity to meet with their teacher on a one-to-one basis to discuss any area of school life they find challenging (academic, personal or social) and what they feel could best support them.

The end of primary school can be an emotional time for all pupils. We support our dyslexic pupils by applying for additional time when they take statutory tests and provide a reader or scribe as appropriate. We liaise with secondary schools and ensure that they receive information of any diagnoses, as well as the support that has worked well for our pupils at.

Working with Parents and Carers

We understand that communication with parents and carers is paramount in order to fully support pupils' learning. Concerns held by classroom staff are shared at the earliest stage possible. During parent conferences, teachers communicate news of progress, targets, concerns and any interventions pupils are receiving. Parents and carers have the opportunity to ask questions and share their ideas for support.

In addition, we have an established consultative parent and carer group which meets regularly to support their understanding of dyslexia and the way in which the school supports their child's learning. We actively encourage reflection and feedback on the support we offer their child. Suggestions are also provided for supporting children, which can be carried out at home.



In conclusion, at William Tyndale we believe that good classroom practice for pupils with dyslexia is good classroom practice for all pupils.