

Oriel High School : Dyslexia Policy

Introduction

Children and young people with a specific learning difficulty find it harder to learn to read, write and spell than others. Dyslexia is one type of specific learning difficulty.

Oriel High School recognises the following definition of Dyslexia:

“Dyslexia is a specific learning difficulty which 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 effects can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.”.

BDA – 17 October 2007

Research shows that dyslexia affects many children and young people. We believe that teachers should be able to identify children and young people with dyslexia, without relying on a small number of specialists such as educational psychologists and specialist services.

Dyslexia is not to do with the pupil’s ability or background. Sometimes, young people may have emotional and/or behavioural problems if their dyslexia is not identified and they are not supported as early as possible.

Purpose

Early and effective support is essential in overcoming the barriers to learning and social and emotional wellbeing for children and young people with dyslexia.

At Oriel High School we aim to:

- identify students who are ‘at risk’ of having dyslexic difficulties as early as possible using a range of appropriate assessments
- take account of students’ individual learning styles
- provide a needs-based combination of teaching adjustments, in-class support and, where necessary, withdrawal programmes
- Work with parents and carers to understand the dyslexic student’s strengths and difficulties, and help them to support their learning at school and in Learning Beyond Lessons

All teachers and Learning Associates will have dyslexia awareness training. The induction package for all new staff will include dyslexia awareness information.

All teachers will know about a range of strategies and resources that will help students with dyslexia to access their lessons. All teachers will take responsibility for creating the opportunities through appropriate differentiation for students to be included and access the curriculum.

Students will be involved in discussing their support needs and monitoring their own progress.

Some students with dyslexic difficulties will require special arrangements for public examinations such as GCSE. All teachers will take responsibility for identifying students' who may have dyslexic needs and require further investigation to determine eligibility for access arrangements. The SEN and SSC departments heads as well as the Examinations Officer will have access to the appropriate guidance from QCA, JCQ and the Examination Boards.

The school will provide a range of programmes, which may involve advice from external specialist agencies. Named students with statements of SEN where the principle area of need indicates specific literacy difficulty may be placed in the school's Special Support facility by the Local Authority. The Teacher in Charge of the Special Support facility is the named contact person for dyslexia in the school.

Review date: September 2011

Date ratified by the Governing Body:

