



Supporting the Dyslexic Learner within school

All pupils who have a diagnosis of Dyslexia, or have been seen to require Dyslexic strategies and adaptations will have access to;

- Our universal Offer and First Quality Teaching as a minimum (see Provisions Maps).
- Checklists for organisational purposes.
- Additional support with reading, spelling and writing.
- Access to outside agencies/professionals if required.

Teachers will ensure:

- Clear objectives will be stated at the start of the lesson.
- Links to previous learning will be made during lessons.
- Priority points and/or new/key vocabulary will be given, explained and recorded clearly, such as through bullet points, wall displays, etc.
- The teacher will use a multi-sensory approach for all learning points throughout the session, taking into account all learning styles.
- Pupils have access to ICT to aid recording of work or to embed concepts taught.
- Pupils will be encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.
- All pupils will be actively encouraged to make verbal contributions and take part in discussions.
- Dyslexic pupils will not be made to read or write in front of the class.
- Resources will be tailored to meet the needs of dyslexic pupils.
- Collaborative working will be encouraged including, group work, the sharing of notes, learning buddies, etc.
- The pace of the session will take into account the needs of learners with time built in for thinking time/brain breaks.
- Frequent and effective questioning of both open and closed questions will be used to check understanding.
- Lessons will follow a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit.
- Additional time will be allowed within sessions for dyslexic pupils to process information and for reading and writing.
- Key points will be reinforced and highlighted both orally and visually.
- Effective use of colour, visual aids, etc. within presented information will be used to highlight key points.
- Instructions and information will be broken down into small steps with no more than 3 clear pieces of information being given at one time. Checks of understanding are made after each stage.
- Handouts will conform to dyslexia friendly guidelines.
- Positive and constructive feedback will be given to pupils at appropriate intervals.
- Homework tasks will be clearly explained and homework instructions are written down for dyslexic pupils.
- Homework set is appropriate for the individual pupil, where necessary it is differentiated.
- Pupils will be encouraged to record homework in a variety of ways, if appropriate.

- Pupils will know how to access additional support with homework if required.

As families you will:

- Discuss with us your child's needs.
- Discuss with us any concerns you may have.
- Follow advice given to support your child at home.
- Share formal assessments and advice received from outside agencies/professionals.
- Comment on the homework set so such comments can be reviewed and utilised to inform future practice/learning.
- Trust us, as professionals, to support your child and family in the best way possible.