

Samworth Family Dyslexia Policy

The Samworth family of schools as part of their special needs provision endeavour to ensure the identification, assessment and intervention for pupils with dyslexic tendencies.

Definition

In October 2007, the BDA Management Board approved the following definition:

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.

Principles

In the Samworth Family of schools we view dyslexia, not as a learning difficulty but as a learning difference, one which conveys a range of strengths and weaknesses in common with all learning styles and preferences. This allows us to focus on inclusion, differentiation and learning.

Identification

Class teachers, parents or people who know the child well, may raise initial concerns, which will be discussed with the school SENCo.

Through further discussions with the child, parents and people who work regularly with them, arrangements for monitoring and observations will be planned. If deemed appropriate further assessments will be undertaken.

Assessment and planning.

We follow the advice from Notts LA Specialist teacher that formal screening will be undertaken once the child has reached a minimum age of 8.

All primary schools use:

BPVS (British Picture Vocabulary Scale) to determine a non-verbal reasoning score;

GL assessment screening tool and/or Portfolio to further identify any dyslexic tendencies.

Once an assessment has been carried out the results will be discussed with all involved.

Assessment outcomes will be used to inform teaching and learning provision for the child. This will be regularly reviewed as part of the Assess, Plan, Do and Review cycle through the graduated response. (Refer to individual schools Teaching and Learning/ SEN policy and any other relevant documents)

Adaptations can be made to ensure learning is accessible, including formal and statutory assessments.

Interventions

Each school has a range of interventions which can be utilised to target specific areas of difference to enable progress, raise self-esteem and independence in learning.

Sharing Information

All information, with parental consent, will be shared with any relevant personnel and at key transition points within the child's education.

The SENCo can seek additional and specialist advice from outside agencies including Springboard, Educational Psychologist and the Schools and Family Specialist Service.

We will also seek support and advice from other SENCo's within the Samworth Family of Schools.

This policy will be reviewed on a bi annual basis by the Family of SENCo's and each school.