

Dyslexia Offer

Schools are unable to 'diagnose' dyslexia, but are able to 'identify'. Please see Cambridgeshire's Dyslexia Guidance for more information on dyslexia you can find this here - [CAMBRIDGESHIRE DYSLEXIA GUIDANCE FEBRUARY 2019](#)

Holywell C of E Primary school has invested in several sessions of dyslexia training from the SEND Specialist team this academic year and SENCO has been on additional training relating to the PhAB (detailed below). This training, as well as strategies from the Dyslexia Friendly Classrooms Handbook has been used to inform this whole school offer informing parents and carers of the support we are able to put in place.

Support offered whole class	Support offered individually
Where changeable, all backgrounds on whiteboard slides will be 'buff' which reduces visual stress that black and white backgrounds can cause for children with dyslexia	Phonological Assessment Battery Assessments (PhAB) can be used to look for signs of dyslexia. Advice can then be given to parents and if pupils score low on specific subtests additional time can be given in assessments.
Staff will consistently use the school font (Linkpen) for all text on power-point slides.	Children with or without a formal diagnosis will be given a coloured overlay to be used when reading.
Blue white board pens will be used when teachers are writing and modelling on the board.	Teachers will print off power-point slides where children are asked to copy from the board to reduce the need to continue to look up at the board.
All children from Year 2 and up have both spelling journals and spelling logs when they are writing to support spelling. Year 1 pupils and up will have Common Exception Word mats.	An early morning Nesy intervention will be offered to children 3 times a week over a term with the expectation that children then continue to use their log-ins to access the intervention at home. Pre and post assessment data is collected.
All children from Year 2 up will have a writing toolkit which has key spellings (common exception words as well as topic specific vocabulary)	An intervention called Alphabet Arc will be used in spelling intervention for pupils who are working well below the expected level and whose PhAB assessments identify would benefit from this.
Mind maps will be used where appropriate (for example to introduce a new topic) to support learning, record ideas and plan writing and other tasks.	Children will be seated appropriately so they can be helped by the teacher, and concentration will be maximised.
All children will have specific weekly spelling lessons using 'Pathways to Spell scheme'. This scheme has strategies embedded including teaching through mnemonics, analogies, syllables and base words and other recommended dyslexia strategies. This is a metacognitive scheme to build children's understanding of what they can do to support their own learning.	For individual children teachers will use an assessment and planning tool called PIVATS, where children working below the key stage have personalised learning planned for them, and their progress closely monitored, informing the next unit of work.

<p>Strategies such as visuals, cloze procedure, and writing frames or task planners will be used to plan pieces of work and to 'chunk' learning into manageable pieces. Visual reminders such as punctuation checkers can be made to reduce cognitive load and support working memory.</p>	<p>Children may be placed on the SEND (Special Educational Needs and Disability) Register and will have Pupil Passports written for them with parental and child input to set individual targets to be reviewed each term. Progress is also monitored by the SENCO through termly data collection, SENCO Surgeries, book scrutiny and lesson observation.</p>
<p>Decodable books are provided for all children in the earlier years and the school has recently purchased some dyslexia friendly books for KS2 (Barrington Stoke and Little Gems).</p>	<p>Person-centred planning tools will be used to collect pupil voice where the child's voice is collected to further inform provision.</p>
<p>English working walls will have a selection of the following depending on year group:</p> <ul style="list-style-type: none"> • key vocabulary • key features of the texts being learned • definitions of key vocabulary • examples of what is expected plus work the children have done • Gateway and Mastery keys, success criteria the children are working towards • Spelling rules • Key words (common exception words / tricky troll words) • Phonics displays with visuals • Supporting images 	<p>Where needed, brain breaks or sensory breaks can be offered to children.</p>
	<p>Tasks set for individual children will allow for the cognitive load they experience, this means teachers will value the effort put into work completed rather than the amount of work completed. Marking will be differentiated according to the child.</p>
	<p>Children who have a formal diagnosis and where it is recommended, will be given 25% extra time in assessments, or a scribe or reader where appropriate and in accordance with assessment arrangements.</p>
	<p>School will use some of their allocated hours (3 per term) to request specialist support on a highly individualised basis where all previous strategies and interventions have not worked. School only has very few hours allocated so this will be on a highly individualised basis or where an EHCP is needed.</p>