



# **Send Church of England Primary School**

## **School's Approach to Dyslexia**

### **What is 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 co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

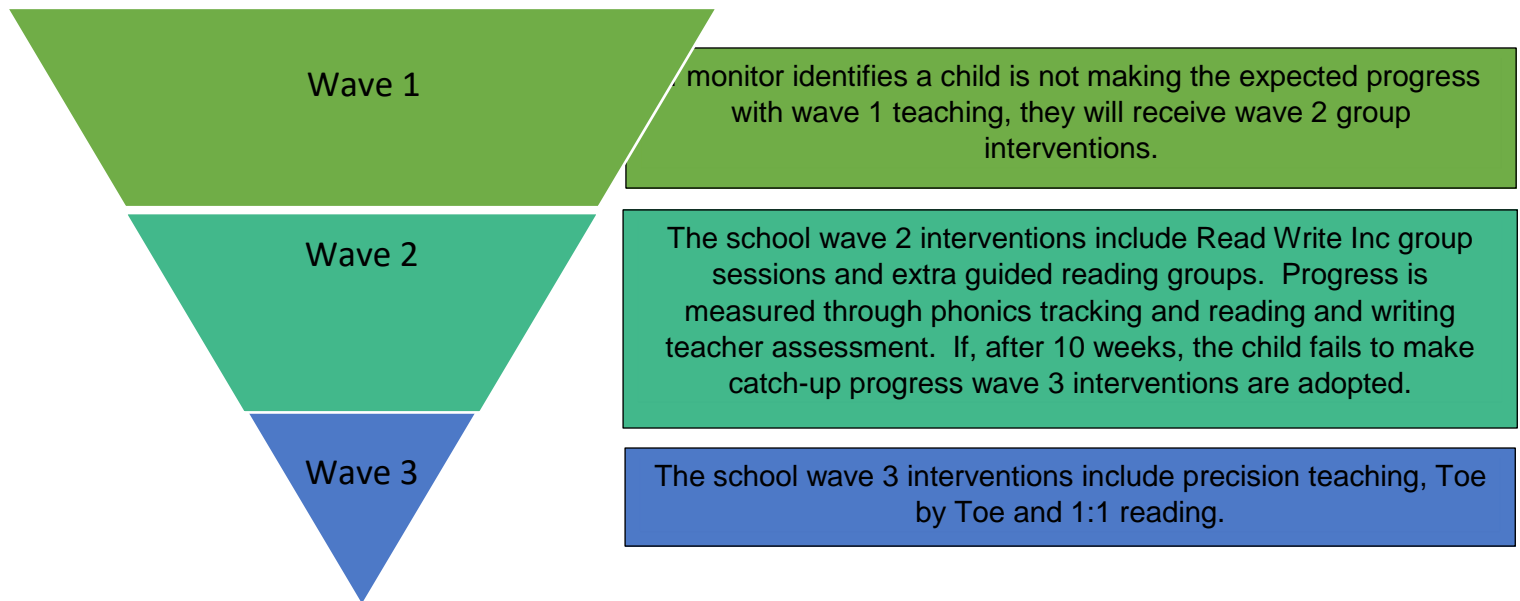
A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.'

Taken from the British Dyslexia Association,  
adopted from the Jim Rose Report 2009

### **Identifying Dyslexia**

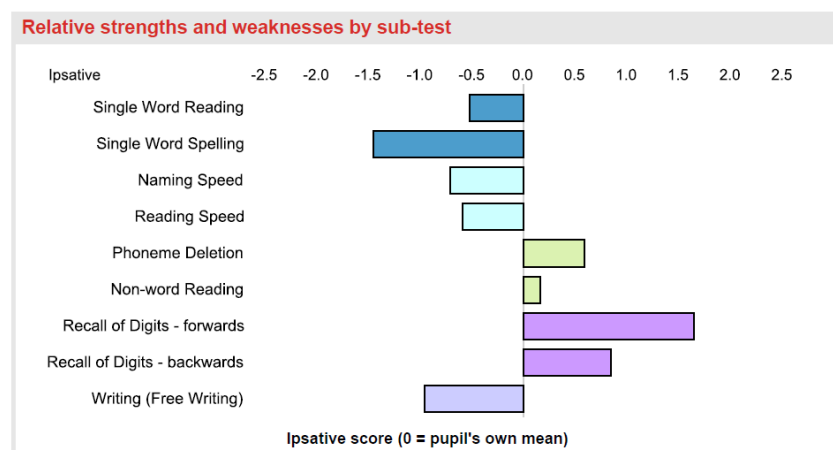
From the beginning of Key Stage 1, we will carefully monitor the children who are failing to achieve age-related expectations in reading and writing. We will monitor this through teacher assessments, standardised tests including PiRA and phonics progress tracking.

If a child is failing to meet age-related expectations, wave 2 (group) and then wave 3 (individualised) interventions will be deployed - see diagram.



## Diagnosing Dyslexia

An educational psychologist's assessment is required to formally explore a diagnosis of dyslexia. However, in school we are able to use the Dyslexia Portfolio to identify some of the dyslexic traits a child may have (see example report below). This is completed 1:1 and involves a range of assessments including reading and writing speeds, ability to recall information forwards and backwards as well as verbal phonological processing. Parental permission will be sought prior to using this screening tool and the results will be shared with parents.



## What to do if you have concerns

In the first instance, you should speak to your child's class teacher. They will liaise with the Inclusion Leader to identify the most appropriate next steps, which will be fed back to you.