



Adopted at...Full Governing Board.....Date 28.09.2026

Signed.....

Due for Review.....January 2027

Henry Chadwick Primary School

Dyslexia Friendly Policy

Philosophy

Every Child Matters

All children have the right to an education offering equal opportunities and inclusive curriculum. Pupils with Specific Learning Difficulties are taught in a Dyslexia Friendly way. The school was awarded Enhanced Dyslexia Friendly Status in 2014 and continues to use the good practice recommended. Our school ethos 'Learn to Live' is sensitive to each individual child and the way that they learn best.

Aims

- Ensure that the curriculum is accessible and differentiated to meet the needs of individual pupils.
- Find the way that individuals learn best and adapt learning/classroom environment and teaching styles to suit.
- Adopt a multisensory approach to learning.
- Recognise dyslexic learners have different strengths and weaknesses for learning and may need additional time for processing information.

Objectives

- To use dyslexia friendly teaching methods and styles within each classroom.
- To use multi-sensory approaches which supports visual, auditory and kinaesthetic ways of learning.
- To use a graduated response to track, monitor, evaluate and review progress.

What is Dyslexia?

In 2009 Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of 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.

In addition to these characteristics, the BDA (British dyslexia Association) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process.

Procedures and Monitoring

Follow SEND Code of Practice:

1. Initial concerns: Complete Teacher Questionnaire for identification of children with dyslexic difficulties. Arrange consultations between class teacher / SENDCo and involve parent.
2. Monitor: complete Classroom Support Plan and arrange intervention programmes and provision of dyslexia friendly resources / strategies within the classroom. Share information with parents.
3. SEND Support: Complete Learning Support Plan and review termly with pupils and parents. Alongside SENDCo arrange intervention programmes and provision of dyslexia friendly resources / strategies within the classroom. Share information with parents.
4. Refer to external agencies e.g. EPs for advice.
5. Statutory Assessment: formal assessment of child showing significant concern after SEND support and intervention.
6. Educational Health care Plan outlines provision and is reviewed annually.

Dyslexia Friendly Classrooms

- Interactive whiteboards are colour tinted and worksheets are copied onto cream paper to make them easier to read
- Interactive whiteboards and worksheets use dyslexia friendly fonts (E.G Comic Sans).
- Dyslexic children are encouraged to sit at the front
- Teachers use different colours on the whiteboard
- Cream workbooks are used
- Table top prompts are available to support learning
- Learning prompts are clearly displayed
- Resources are clearly labelled and easily accessible.
- Children have access to drinking water throughout the day
- Use of routine and structure in an organized classroom.

- Use of pictorial cues
- Use of visual timetables
- Opportunities for children to have a break within their learning (E.G. Golden Mile, carrying out a job for an adult, brain break)

Teaching

- Objectives are clearly displayed and explained
- Verbal instructions are reinforced with visual/written/pictorial prompts
- Teaching is multisensory
- Allow children thinking time when asking questions - Talk-Pair-Share
- Checks are made by the teacher to ensure instructions are understood
- Dyslexic pupils have opportunities to show what they know without writing (answering orally, teacher scribe, recording, group work, paired work)
- Dyslexic pupils are encouraged to be independent (access to topic banks, alternative methods of recording, table top prompts, visual timetables, coloured papers etc)
- Work is printed off or photographed onto an iPad for a dyslexic pupil
- Dyslexic pupils are provided with coloured overlays when appropriate
- Use of EPATT reading intervention is used to help improve sound and word recognition
- In marking only a few spelling errors are corrected.

Partnership with Parents and Carers

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents have regarding their child. We share information with parents about the measures that are being taken to address the child's difficulties and ensure that parents understand the system (the 2015 Code of Practice, role of staff, support services and funding system). We ensure that parents are involved in the target-setting process and the review of the targets set.

If you have any concerns, please speak to the class teacher in the first instance who will then refer to the SENDCo or Head Teacher, as required.

Policy Date: September 2026 Reviewed by S Orme

Next Review: September 2027