



Malmesbury C of E Primary School
Company Number 08483768

“Growing together in wisdom and love; discovering life in all its fullness.”

Dyslexia and SpLD Friendly Policy

Issue date:	September 2021
Review date:	February 2024, November 2025
Date of next review:	February 2027

Malmesbury C of E Primary School

Tetbury Hill
Malmesbury
Wiltshire, SN16 9JR
Tel: 01666 823514

Head Teacher: Steve Heal

E-mail: admin@malmesbury-pri.wilts.sch.uk

Website: www.malmesburyprimaryschool.co.uk

Introduction

At Malmesbury Primary School, the drive for effectiveness on behalf of all pupils stems from an inclusive and proactive approach to the identification and fulfilment of all learning needs. There is an awareness among all teachers of what each pupil should be able to achieve, regardless of their learning profile and staff are equipped with a range of response strategies when targets are not met.

This Dyslexia Friendly Policy covers the following points:

1. Malmesbury Primary School's 'Dyslexia and SpLD Friendly' philosophy
2. What is Dyslexia?
3. Identification of Dyslexia
4. 'Dyslexia and SpLD Friendly' learning environments
5. Quality First Teaching
6. 'Dyslexia and SpLD Friendly' staff training
7. Targeted interventions for Dyslexia
8. Raising the self-esteem of learners with Dyslexia and / or SpLD
9. Dyslexia Ambassadors and Pupil Voice
10. Partnership with parents and carers

1. 'Dyslexia and SpLD Friendly' Philosophy

At Malmesbury Primary School we believe that every child in our care is unique, each with their own individual learning profile. We strive to create a learning environment that values and meets the needs of our pupils with an inclusive approach. We believe that a 'Dyslexia Friendly' environment can benefit each one of our learners. We are an inclusive school that recognises and celebrates pupil's interests, talents and differences. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners, both in and out of the classroom. We are committed to ensuring all pupils, including those with specific and complex needs, receive the highest standard of care and access to an inspiring and wide ranging curriculum.

'If a child can't learn the way we teach, maybe we should teach the way they learn.'

Ignacio Estrada

While we recognise Dyslexia as a learning 'difference' that, at times, can make learning more difficult for some of our pupils, we do not define it as a 'disability'. We strive to recognise and harness the strengths of those with dyslexic tendencies. At Malmesbury Primary School, different ways and styles of learning are openly discussed and celebrated. We seek to empower our children who have learning differences, fulfilling them with the confidence to achieve and grow throughout their learning journey.

This policy is not limited to simply being 'Dyslexia Friendly'. Dyslexia is one of many learning differences that falls under the wide term of 'SpLD' or Specific Learning Difficulty'. As supported by recent research, many of these difficulties are co-occurring; if a child displays dyslexic tendencies, they may well exhibit traits of other learning difficulties.

The most common of these are:

- Dyslexia (explained in greater detail below)
- Dyspraxia – difficulties with physical coordination
- Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)

- Dyscalculia – impaired comprehension of Mathematics and Number
- Dysgraphia – difficulty with writing, typing and spelling

In order to be fully 'Dyslexia Friendly', we believe that labelling a child as being simply 'dyslexic' is unhelpful; we strive to look at SpLD in broader terms, thus better meeting the learning needs of all our pupils.

2. What is Dyslexia?

At Malmesbury Primary School we use the definition of dyslexia from The Rose Report:

'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 coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. '**

The Rose Report 2009

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to 'Quality First Teaching'. Some children with Dyslexia may not only experience problems with reading and spelling, but they may also experience other difficulties with:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine Motor Skills

3. Identification of Dyslexia

If we believe a child is displaying traits of Dyslexia or Visual Stress, we follow the steps outlined below:

- 1) Teacher or support staff refer to appendices, 'Signs of Dyslexia' and 'Visual Stress' attached to this policy. Support staff to raise any concerns about pupils to class teacher.
(See Appendices 1 and 2 for posters.) If following in class support and intervention through quality first teaching, there are still concerns then the class teacher will speak to SENDCo.
- 2) If a parent raises concerns about their child regarding Dyslexia, class teachers should liaise with the SENDCo in the same way.

- 3) Teacher to speak to school's SENDCo. At this point teachers and TAs should complete the WGRSS and/or BDA Dyslexia Questionnaire, to help to clarify concerns and observations.
- 4) Additional provision will continue to be put in place for these children either at a Wave 2 or Wave 3 stage. Activities may include access to Wesford resources and activities, to be delivered as part of a small group or 1:1, Nessy reading and spelling games, Little Wandle keep up/catch up activities and SNIP lessons.
- 5) School SENDCo to screen for specific difficulties (including visual stress) and analyse learning profile, with the class provision map and SEN Support Plan (where appropriate) updated accordingly.
- 6) If there are still concerns following several 'Assess, Plan, Do, Review' cycles, the SENDCo may then refer to the SSENS service for further support and investigation.
- 7) Parents are involved in all of the above steps through conversations and/or target setting. Teachers and SENDCo will build a profile of need over time, which will include gathering information about parents and their own school experiences.

4. 'Dyslexia and SpLD Friendly' Learning Environments

At Malmesbury Primary School we believe that 'Dyslexia and SpLD Friendly' learning environments can benefit all our pupils. Each classroom is set in the following way:

- Classrooms are well-lit and ventilated to a comfortable temperature for learners.
- Visual stress is reduced through the use of coloured white-board backgrounds.
- Handouts are enlarged for those who need it, laid out simply and clearly. Picture cues should also be used, where possible, to reduce printed text.
- A 'Dyslexia Friendly' font should be used with those children who may benefit from this:
- Learners are not expected to copy from the board.
- Seating arrangements are well planned: children with Dyslexic traits are sat near the front of the class and / or close to a member of support staff where this is possible.
- Extra time is permitted for identified learners, as well as scribe and reader support.
- Staff give simple and clear instructions and expectations, using visual prompts to support these where necessary. These may include:
 - ♣ use of a visual timetable
 - ♣ use of lesson task cards to break activities into manageable chunks
 - ♣ 'Now, Next and Then' resource
- Multisensory resource boxes are located in each classroom, providing easily accessed resources for English and Maths. These include coloured overlays, reading rulers, word mats and dyslexia friendly dictionaries.
- Resources in class are clearly marked and easily accessible for all.
- Each classroom contains a 'dyslexia friendly classroom checklist' to ensure consistency of teaching strategies and resources across the school.
- The key knowledge taught is accessible to all pupils, with teachers adapting their teaching to meet the needs of the pupils as opposed to altering the learning content that is delivered. Teacher's aim to minimise children's cognitive load through use of simple language, minimizing distractions, repetition, and routine. The use of knowledge organisers, provide a visual reminder of key knowledge, presenting using key vocabulary, diagrams and timelines.

5. Quality First Teaching

Quality First Teaching is high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEN pupils' learning in class, in addition to on-

going formative assessment. QFT is about personalising learning for pupils, encouraging greater inclusion of pupils with additional needs and working to narrow the attainment gap. **'There is nothing so unfair as the equal treatment of unequal people.'**

Thomas Jefferson

Linked with 'Dyslexia and SpLD Friendly' practice, at Malmesbury Primary School we believe that Quality First Teaching enables inclusion for all our pupils and recognises different learning strengths and needs. This includes ensuring that:

- Individual differences are recognised and celebrated.
- All pupils are empowered to be 'the best that they can'.
- Teaching is multi-sensory and is mindful of different learning styles.
- Talk-based learning is promoted, providing opportunities for pupils to discuss, plan and rehearse their ideas, encouraging pupils to shine orally whenever possible.
- We pre-teach upcoming ideas and concepts.
- Concepts and ideas are continually revisited, allowing for overlearning to take place.
- The schools 'no marking' policy ensures verbal feedback is paramount.
- Writing is taught in partnership with spelling and reading.
- Fine motor and cursive handwriting skills are supported and developed.
- Classrooms are well-resourced and resources are clearly labelled.
- Tasks and spellings are differentiated appropriately.
- A structured Phonics / Spelling program is in place.
- Progress is monitored via achievement of 'can do' statements.
- Pupils have the opportunity to record their ideas in a wide variety of ways. For instance, they are able to make use of the following:
 - ❖ whiteboards
 - ❖ post-it notes / scrap paper
 - ❖ big paper
 - ❖ writing frames
 - ❖ scribe
 - ❖ technology such as Clicker, dictation software or video software

6. 'Dyslexia and SpLD Friendly' staff training

Teachers and support staff receive regular training on 'Dyslexia and SpLD Friendly' practice. Training may be delivered by an external speaker, from the SENDCo or by members of the English team. As well as this, annual updates are presented to the school governing body. New staff, receive a Dyslexia Friendly information pack, providing support and guidance and this information is also included in the school's SEN Information report.

7. Targeted interventions for Dyslexia

We run some high-quality interventions to support our pupils who present with a dyslexic learning profile. After identifying children who may benefit from these, teachers will discuss the needs of these pupils with the SENDCo. Following this, the pupil will take part in targeted interventions, following the 'Assess, Plan, Do, Review' cycle.

8. Raising the self-esteem of learners with Dyslexia and /or SpLD

We believe that it is important to share and celebrate different learning styles. Our pupils are taught that we all learn differently and each of us has unique learning strengths and

difficulties. Discussion and openness towards this inclusive attitude is promoted by the staff and enhanced through engagement with the school's Learning Champions. The strengths of adults and young people with dyslexia and their achievements are championed both in school and in the wider community. The school raise awareness through Dyslexia Awareness Week assemblies and through regular parent information sessions. Dyslexia awareness and the positive messages linked to this is celebrated on the school's website. The school has several trained ELSAs who deliver bespoke support sessions across the school, with a focus on building self-confidence, identifying strengths and celebrating differences.

9. Dyslexia Ambassadors and Pupil Voice

At Malmesbury Primary School we have a dedicated team of 'Learning Champions'. This is a small team of pupils from Milepost 3 that have been chosen to be a representative for different learning styles. These are children that have been identified as having some aspect of learning difficulty. The Learning Champions regularly meet with the SENDCo, to discuss learning matters, such as the following:

- Which resources help us learn best?
- What would you like to do more of in lessons?
- Is there anything else that your teachers could do to help you?
- Are the multisensory resources provided being used in your classrooms?
- What are we great at? Are there opportunities for you to celebrate your strengths?
- What do we need some extra help with? Following these discussions, the SENDCo will give feedback to staff, as appropriate.

10. Partnership with Parents and Carers

Effective partnership between home and school is important for all our learners. At Malmesbury Primary School we strive to always maintain clear communication with parents and carers. If we have concerns about a child's learning, we feel it is important to discuss these with parents/carers at an early stage. We also encourage parents/carers to raise worries about their children with our staff to maintain good communication links between home and school. Teachers will discuss the type of support/intervention that their child has access to as well as share things that parents/carers can do with their child to support their learning at home. Differentiated homework and spellings are provided where appropriate.

In addition to these meetings, we offer parent information sessions throughout the year with an aim to raise Dyslexia awareness, but to also provide parents/carers with practical strategies to support their child with their learning. Additional sources of support for parents, along with a contact form linking direct for the SENDCo can also be found on the school website.

Roles and Responsibilities

Teaching Assistants Line managers: SLT

Name of designated safeguarding lead: Steve Heal

Member of staff responsible for managing PPG/LAC funding: Steve Heal

Member of staff responsible for managing the medical needs of pupils: Steve Heal

Reviewing the Policy

This policy will be reviewed every three years.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on supporting pupils in school with medical conditions April 2014
- The National Curriculum, in England Key Stage 1 and Key Stage 2 framework document 2014
- Safeguarding Policy
- Accessibility Plan
- Teaching Standards 2013
- SEND Policy 2021

The policy was created by the SENDCo with the SEN Governor in liaison with the Head Teacher, and staff.

Contact details

Laura Phillips, SENDCo
lauraphillips@malmesbury-pri.wilts.sch.uk

Julie Brown, SEND Governor
admin@malmesbury-pri.wilts.sch.uk

Policy adoption

Signed Steve Heal
(Head Teacher):



Date: 11.11.2025

Signed Laurence Mussett
(Chair of Governors):



Date: 11.11.2025