

**St Luke's CE Primary School**  
**Dyslexia Friendly Statement**

Curriculum and Community Committee  
Agreed by Governors November 2016  
To be reviewed November 2018

## Dyslexia Friendly Statement

### 1 Introduction

- 1.1 Dyslexia is a learning difference, which may cause unexpected difficulty in the acquisition of certain skills. It affects at least 1 in ten pupils.
- 1.2 Children with Dyslexia are usually able to think and/or talk about a topic at an ability appropriate level. It is often when they come to read or write that unexpected problems occur and they are not able to demonstrate their ability using conventional means.
- 1.3 Strategies that enhance the learning of pupils with a dyslexic profile are also of benefit to a wider range of learners: they exemplify outstanding teaching practice.

### 2 Aims

As a Dyslexia Friendly school we

- value the needs of all learners and demonstrate a positive view towards pupils with dyslexia and dyslexic tendencies
- provide support through management structure and learning processes
- identify at an early stage, assess and intervene appropriately
- support dyslexic pupils and others with diverse learning needs and regularly measure the impact of intervention.
- provide relevant and supportive continuing professional development for all staff
- work in partnership with parents and pupils in order to maximise achievement

### 3 Objectives

3.1 For school leadership:

- to put the appropriate structures and resources in place
- to provide relevant training for all staff
  
- to support parents in developing their understanding of our approaches
- to listen to the views of pupils and parents

### 3.2 For teachers:

- to provide opportunities for alternative methods of recording
- to value pupils' approaches to recording their learning, modelling a variety of inclusive methods eg. charts, mindmaps, diagrams
- to use the language of success and have high expectations for all children encouraging each pupil to take responsibility for their own personalised learning journey
- to use fewer words and more visual examples; organising displays to maximise visual prompts for pupils
- to ensure resources are accessible to all, using strategies such as printing on buff paper/tinting whiteboard screens
- to make good use of eye contact
- to monitor frequently for understanding, re-phrasing instructions/information when necessary
- to use colour, movement and graphics when delivering information
- to limit the number of concepts introduced at one time
- to ensure pupils are taught to use help resources (e.g. coloured overlays) effectively and consistently

### 3.3 For pupils:

- to enter the learning process confident that they will be supported in their efforts
- to have opportunities to record their work in a variety of ways
- to take responsibility for their own learning, understanding that their learning journey is unique to them and may require them to take a different pathway to others

### 3.4 For parents:

- to form a partnership with the school based on trust, mutual respect and honesty
- to access school based training
- to use dyslexia friendly approaches when working with their children at home.

## 4 **Monitoring and Review**

The SENCO monitors the application of dyslexia friendly provision through drop-in observations to ensure teaching and learning follows the 'St. Luke's Quality First' model, scrutiny of pupil profiles and interviews with pupils, parents and staff.

The statement is agreed by governors and reviewed by the Curriculum and Community Committee at least every two years.