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How might we support a child with Dyslexia?

Quality 1st Teaching	Planned Support in Class -state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also	Interventions / Personalised Support -state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also	Who can we refer to for assessment and support?
Differentiation to support memory **Students with Dyslexia have problems with working memory:** - Recap previous learning at start of each lesson - Present learning in small chunks - Give students access to any PowerPoint's used; to revise/recap during own time. **Some students will need time to process questions asked before giving their answer:** - Allow plenty of time for recall - Give support (if appropriate) before responses required - Allow time to talk through ideas, concepts and discussion. **Some students will have difficulty with new or complex vocabulary:** - Use displays, or written prompts (with graphics where practical) -Use multisensory teaching styles to aid learning. (visual, auditory and Kinaesthetic) - Use of peer partners/talk partners - Visually 'draw' concepts to support e.g. draw what a paragraph looks like. **Differentiation to support sequencing** **Some student will have difficulties in sequencing and ordering information correctly:** - Use displays of charts/lists or essential vocabulary/diagrams - Allow for frequent practice using rhyme, rhythm, games, songs - Provide sequencing frames/written frames/flow chats to aid structure of lessons **Differentiation to support speed of processing** **Students are likely to struggle to process information in the first instance:** - Repeat instructions and questions using the same language - Clearly explain tasks, linking clearly to success criteria and outcomes - Slow down presentation's to enable a chance to process what they have seen -Students participate in reading and comprehension programme during regular and set times -Students attend designated lunchtime clubs to target organisation and study skills. -Students access IPADS to enhance visual perception, writing abilities and processing skills. -Students are given additional time to answer questions and complete work	• Active literacy Intervention • 1:1 Adult support • Little Wandle Keep up / Catch up interventions • Flashcards for visual cues • Flashcards for key words (pupils may often recognise the shape of words by sight without necessarily understanding the sounds within them) • Coloured keyboard • Coloured exercise books / different sized lines • Overlays • Reading rulers • Monitor overlay	• SEND Hubs: Cognition and Learning • GP can refer to Dyslexia screening

Differentiation to support visual discrimination/perception

Some students have difficulties in decoding written information:
- Students to have coloured overlay's in preferred colours to use in reading tasks
- Have coloured paper for students to write on
- Ensure IWB's have coloured background
- Ensure as much natural light available in classroom

Differentiation to support auditory discrimination/perception

Some students have difficulties in processing and decoding verbal information:
- Provide text and sound together
- Exaggerate new vocabulary by separating sounds/syllables

Differentiation to support reading

Some students will have difficulties in reading:
- Never assume or presume that students know what style of reading is required for different tasks.
- Teach what type of reading for gleaning facts, specific information, for general overviews or for pleasure
- Only ask the student to read aloud if they volunteer
- Ensure worksheets include plenty of white space and in larger font
- Provide appropriate reading age material

Differentiation to support writing/spelling

Some students will have difficulties with writing and spelling
- alternatives to writing recording including mind mapping, use of video/audio where appropriate.
- Avoid asking the student to copy
- Ensure the student is facing the board, written source
- Use paired writing when appropriate
- Use writing frames
- Use of mnemonics to help remember spellings
- Do not over correct work, mark spellings within the whole school policy that is inclusive and taken into account their dyslexic difficulties
- Use ICT/Word processing whenever possible, including homework.

Differentiation to support organisation

Some students will have difficulties with personal organisation:
- Provide sequencing frames/writing frames/flow charts to aid the structure of the lesson
- Have spare equipment such as pens, rulers, pencils etc. as students with dyslexia may forget or lose them. Accept this and don't draw too much attention to the fact they are disorganised.
- Provide lunchtime clubs to help students with homework or organisational skills.

- **Manageable, consistent approaches to allow _all_ pupils to succeed, every lesson**

6 Fundamentals	How you will see this in classes	Whole school SEND provision **From EEF research regarding effective SEND provision**
1)Activating and building upon prior learning / retrieval	• Pupils recall past learning each lesson using Bespoke Assessment / **Retrieval exercises** • Bespoke Assessment materials used to **refer to previous lessons (recap)** and outline how this will help the children learn in this lesson • **Gaps identified in knowledge / understanding are addressed** on a 1:1, group or class basis	• Cognitive strategies (techniques teachers use that explicitly support pupils to learn and retain info) • Metacognitive strategies (pupils thinking about their own thinking / learning)
2)Behaviour	• **Positive approach:** celebrate pupils doing things well • **Lessons are pacey** / verbal **inputs minimised** • Pupils know how to **work well with their peers / BBBBB** • **Any poor behaviours are noticed and addressed**	• Timer • Visual timetable • I do, we do, you do approach • Explicit instructions (eg. checking student understanding more frequently and modelling a task before students begin to work independently)
3)Adaptation: planned lessons allow all children to learn well and be challenged. Adaptations allow pupils with SEND to achieve in line with their peers	• Tasks or content **adapted so all can access / achieve** • Range of Assessment for learning strategies used so adults know who needs challenge or support • Knowledge deepened for those needing challenge: -teaching others -creating own questions -complete a more complex task -applying knowledge in a different context (eg. where else might a material in science) -Looking at things from a different angle (eg. what of there wasn't air resistance?)	• Modelled writing • Tasks scaffolded • Use of Technology • Flexible groupings / paired work • Alternative recording
4)Questioning	• Mix of **Open / Closed** • To **assess** • **Cold Calling / No hands up** • **Follow up questions / challenge**: 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'…	
5)Vocabulary	• **Precisely modelled** • **Accurate spelling expected of key words** • **Displayed for reference** • **Precise use expected** (also part of recap/retrieval)	• Key words accessible / provided
6)Feedback	• Highest expectations of **presentation- every time** • **Meaningful, manageable, motivating(challenging)** -policy followed -corrections marked • All work marked / noted *Key Vocabulary corrected	
		These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task. It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.