

Cognition & Learning Difficulties - 'Dyslexia' Statement

This statement is guided by The Rose Report (2009) which can be accessed through clicking on the link below:

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf>

This is a working document and should be read in conjunction with Gordano School's SEND Policy, SEND Information Report, Gordano School's Teaching and Learning Policy and with Gordano School Exam Access Arrangements Statement.

Gordano School Vision Statement

Cognition & Learning Difficulties, specifically Dyslexia, is a learning 'difference' which is part of a broad continuum. *According to The Rose Report, "Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling" (2009, p9).* At Gordano School, students with specific learning 'differences' require an appropriately differentiated learning and assessment experience. Best practice in classroom-based teaching, through an approach called 'quality first teaching', is imperative for students with dyslexia.

Where there are **additional, significant, persistent and more complex learning needs** within the continuum of dyslexia, students' needs can be met through reasonable adjustments and/or the use of specialist support and intervention in the Student Support faculty. In order to plan appropriate support for students, we will use **school-based data** to identify and plan the best school-based response to needs.

What is Dyslexia?

Dyslexia is a 'specific learning difference' that primarily affects the skills involved in accurate and fluent word reading and spelling. Specifically:

1. Difficulties in phonological awareness, verbal memory and verbal processing speed.
2. Dyslexia occurs across the range of intellectual abilities.
3. It is best thought of as a continuum, not a distinct category and there are no clear cut-off points.
4. 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.

(Taken from the Rose Report, 2009)

What Barriers to Learning might a Dyslexic Learner Face at a Large Secondary School? - Guidelines taken from the British Dyslexia Association, Good Practice for Schools (2005)

A young person at secondary school may:

1. Read inaccurately and have a reading age which is significantly lower than their chronological age
2. Experience persistent difficulty in spelling
3. Confuse places, times and date
4. Have difficulty remembering maths timetables and formulae
5. Need to have instructions repeated
6. Get 'tied-up', with words such as 'preliminary' or 'philosophical'
7. Have difficulty planning and writing essays
8. Suffer poor confidence and low self-esteem

Further pressure from being in a large secondary school may mean that students are further challenged with their short-term memory and organisational skills. This may mean that students present with certain persistent traits such as:

1. Forgetting their planners and which books/equipment to bring to class
2. Difficulty organising and planning their student lives around a timetable
3. Not understanding complex instructions
4. Problems trying to write down instructions/notes at speed
5. Problems completing work on time
6. Memory issues which are affected further by stress i.e. during assessments

What might an unidentified dyslexic learner 'look like'?

As a result of the strain, students who face these barriers to learning may present as extremely tired and fractious and employ avoidance techniques. It is easy to see how motivation and self-esteem may be affected under these circumstances. For some students these challenges may manifest themselves as 'challenging behaviour'. If unsupported, these students may be affected in the long-term and for those with complex learning needs, they may experience:

1. Obvious good or bad days, for no apparent reason
2. Disjointed written work
3. Misreading which may affect comprehension
4. Forgetfulness in every-day life

(Taken from the British Dyslexia Association, Good Practice for Schools {2005})

Planning Support For Dyslexic Learners at Gordano School?

The Class Teacher: Guidance in best practice (Quality First Teaching) is provided by the SEND Team, along with information about students who have a specific learning difference. We identify students through our school-based data (please read our Information Report for more guidance). An overview of the recommended adjustments for the classroom is below:

1. One instruction at a time.

2. Sequence instructions clearly.
3. If necessary, write/type learning objectives and instructions out for students.
4. Avoid giving instructions when students are writing.
5. Break tasks into smaller chunks.
6. Provide reasonable adjustments in lessons and homework to encourage overlearning.
7. Display new vocabulary & new keywords with meanings.
8. Encourage highlighting of key information and model this in presentations.
9. Avoid black pen on whiteboards
10. Use Trebuchet font or Comic Sans font.
11. In power-points, use numbers not bullet points.
12. Use different colours for each point.

Additional Support for Staff & Students?

In the first instance, class teachers and tutors can contact the following staff for advice on effective use of reasonable adjustments, or regarding concerns about Specific Learning Difficulties/Dyslexia:

In all cases, please contact: Mrs Gemma Whaley - Student Support Worker and:

Students in KS3: Miss Helen Bailey - Teacher of Key Stage 3

Students in KS4: Mrs Lucie Broad - Teacher of Key Stage 4

How do Teachers Raise Concerns?

Teachers can make a referral to the Inclusion Team/SEND team (above), via tutor and Head of House.

How Do Parents Raise Concerns?

What can I do If I think my (foster) son/daughter may have traits of Specific Learning Difference/Dyslexia?

In the first instance, please raise your concerns with the tutor and Head of House who will seek guidance from the Student Support Team (above). If there is sufficient cause for concern - based upon concerns about progress, historic difficulties and teacher feedback demonstrating significant and persistent difficulties - a referral to the Inclusion Team/The SENCo will be made. The SEND team will be in touch following this referral.

What are Exam Access Arrangements?

These are reasonable adjustments, which the school puts in place for students who experience **significant and persistent disadvantages** in their learning and their assessments; **significant and persistent disadvantages** that affect ability to make expected progress. Where a student has an identified Cognition & Learning Difficulty/Dyslexia, the student support team will assess how to support them best in assessments.

All students with Exam Access Arrangements will be clearly identified by the Student Support Team. They are entitled to reasonable adjustments in their assessments - formal and class based assessments. This will be communicated to staff, and students will undertake training to support use of reasonable adjustments.

Will the School use Private Educational Psychology Reports to make reasonable adjustments?

We follow the statutory guidelines from the Joint Council of Qualifications (JCQ) which states school must use school-based data to support the identification of/identify a disability, put appropriate support in place and to track progress over time. Reasonable adjustments must be a normal way of working and there must be considerable school-based evidence that the student is disabled under The Equality Act (2010). Therefore, recommendations from a private EP report will not mean reasonable adjustments will be put in place.

JCQ Guidelines : [file:///N:/Downloads/General%20Regs%202019-2020%20\(1\).pdf](file:///N:/Downloads/General%20Regs%202019-2020%20(1).pdf)