



Ashlawn School

'A high performing science and leadership college'

Dyslexia Policy

***The Governing Body of Ashlawn School
adopted this policy in: May 2014***

Review date: 2017



Ashlawn School Dyslexia Policy (March 2014)

Dyslexia affects approximately 10% of students, to some degree. By law, we must cater appropriately for these students. The Equality Act (2010) has replaced the Disability Discrimination Act, and requires schools and other bodies to make 'reasonable adjustments' in order to remove any 'substantial disadvantage' experienced by those with this, or any other disability.

Therefore as a school we aim to:

- identify all students with literacy difficulties.
- provide appropriate literacy support, according to resources available.
- inform parents/carers of any literacy support made available to their child.
- provide appropriate support in curriculum lessons and strategies for teachers.
- provide exam access arrangements *where appropriate*.

Early identification of students with literacy difficulties.

We test all students on literacy (reading and spelling) and numeracy (addition, subtraction etc.) in the first few weeks at school. We are able to offer a limited number of dyslexia screening tests, which are allocated based on the results of our literacy screening tests.

Liaison with Parents/Carers

If we feel a dyslexia screening test is appropriate we contact parents in advance to seek permission.

Parents are informed that the screener is not a full assessment, and, should they wish to have a full assessment they can contact the British Dyslexia Association (BDA) or other body. They are advised that this will cost several hundred pounds.

We recommend that a student does not have a full dyslexia assessment until after their 16th birthday. Under current legislation, a diagnosis of dyslexia after the 16th birthday can entitle students to Disabled Student's Allowance should they go on to higher education at 18+. This allowance is currently of significant benefit financially and also in providing information on electronic aids available, as well as access to a mentor.

If a student is to have any extra support in school parents/carers will be told by letter. We expect parents/carers to support us in encouraging students to attend any support sessions punctually and to work to the best of their ability.

Parents/carers are encouraged to contact the school for any further information they may require.

Inclusion on the Special Educational Needs Register.

Any student found to have signs of dyslexia or any kind of literacy difficulty which involves additional support being offered will be included on the Special Educational Needs Register. This is a confidential internal document with limited access, used by teaching staff to support planning for individual needs. Detailed advice is given on supporting dyslexic students in the classroom.

Provision of Learning Development Department Intervention.

LDD intervention is provided on the basis of need according to low scores on reading and/or spelling tests, rather than by any diagnosis. Dyslexia screener results may be taken into account in the composition of these groups depending on the particular year group's score distribution.

e.g. there may be in some year groups, a higher achievers spelling group for weak spellers in higher sets. This *may* include a number of students on the dyslexia register. Some priority may be given to dyslexic students in allocation of places in Games Challenge groups for higher achievers.

A wide range of specialist resources is available for students' use and advice is given to individuals as appropriate.

Annual literacy assessments are carried out with all students who have been found to have any difficulties, and support continued or re-allocated as required. We will also assess any other student who is reported to us by a teacher or parent as having difficulties at any stage in their school career.

Exam Access Arrangements

According to JCQ (Joint Council for Qualifications) regulations, exam access arrangements are given only according to need. Therefore, a dyslexia diagnosis does not give an automatic right to any arrangements. A student with a dyslexia report from an outside body can only be allowed any recommended arrangements if concurring evidence is found in school assessments and teachers' reports. If this evidence is not found, the school is not obliged to honour such recommendations, which are only valid if a note accepting the report is completed by the school. However, any other recommendations on the report will be made available to subject teachers.

Exam access arrangements are given on an informal basis in Y7 and 8. All students are formally screened for GCSE exam access arrangements in year 9. Both assessment results and teacher reports are taken into account.

Students in Y10 and 11 may also be referred by subject teachers for assessment for exam access arrangements at any time up until the February half-term before the relevant public examinations, though we try to identify students as early as possible in order that their access arrangements become their 'normal way of working' as required by the JCQ.

Arrangements are updated in Year 12. Students who have had exam arrangements for GCSE, either at Ashlawn or a previous school, can continue these arrangements *if subject teachers agree that they still need this support and can provide evidence of the need, confirming that the student would be at a substantial disadvantage without the arrangement.*

Other students in Y12 who are identified by teachers as having literacy difficulties or as slow workers by February half term in Y12 are also assessed for exam access arrangements.

Parents are informed of any exam access arrangements their children are allowed.

The school must foster a positive attitude towards students with signs of dyslexia. Posters of a variety of famous dyslexic people including writers, scientists, pop stars, sports stars and actors are on display. Students are encouraged to develop their own strategies towards independence.

This policy is to be read in conjunction with the Safeguarding Policy