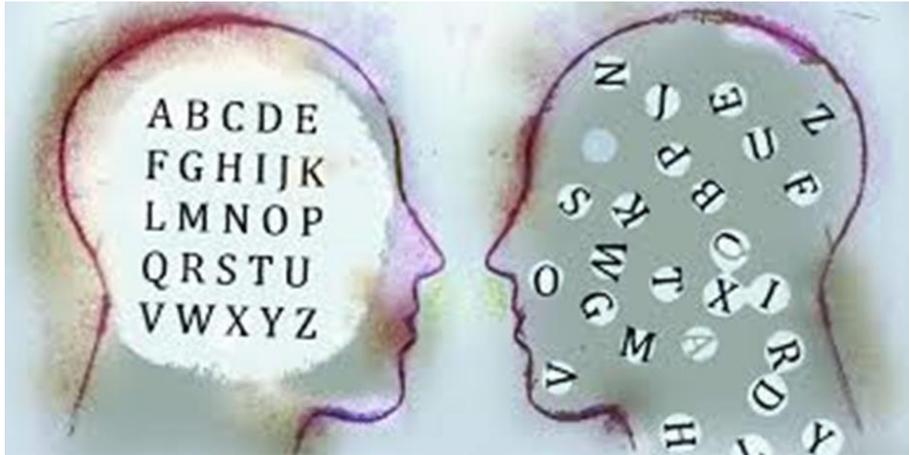




Dyslexia.

Guidance for pupils,  
parents and staff at  
Hazel Grove High  
School.



Produced using information from Stockport LSS, EPS  
and Stockport SEND strategic Lead document

### **What is dyslexia?**

Pupils experiencing difficulties with key literacy skills are often referred to as having a Specific Learning Difficulty or SpLD (dyslexia).

Dyslexia can be hard to define as pupils with dyslexia can encounter a range of different challenges. Dyslexia occurs across a range of intellectual abilities. Therefore, dyslexia is best thought of as a continuum.

The following definitions might be helpful:

*Dyslexia is evident when accurate and fluent word reading and/or spelling develop very incompletely or with great difficulty. This focus on literacy learning primarily at the work level and implies that the problem is severe and persistent despite appropriate learning opportunities.*

British Psychology Society

*Dyslexia is a learning difficulty that primarily affect the skills involved in accurate and fluent word reading and spelling.*

Government endorsed Rose Report, 2009

*Dyslexia is a processing difference.*

Dyslexia researcher Reid 2009

### Some famous people who have dyslexia

			
Walt Disney	Orlando Bloom	Richard Branson	Whoopie Goldberg

			
Winston Churchill	Keanu Reeves	Dominic Wood	Holly Willoughby

			
Darcey Bussell	Jamie Oliver	James Dyson	Joss Stone

## Common indicators of dyslexia

Pupils with dyslexia might demonstrate some of the following characteristics and behaviours:

- Shorter than expected concentration span
- Find listening and concentration challenging
- Inaccurate or slow copying
- Issues “finding” a required word
- Issues with memory for example experiencing difficulties memorising times tables
- Avoiding writing words they cannot spell
- Inconsistent performance (perhaps unrelated to the time of day)
- Unable to tell the time (clock face time)
- Written work might not represent verbal understanding
- Taking longer to complete a task than anticipated
- Reluctance to read aloud
- Avoiding putting pen to paper, work avoidance (expert procrastinator!)
- Issues following verbal instructions, sequencing longer tasks
- Appearing to be disorganised
- Regularly checking that they have read a word correctly (self-doubt)
- Losing place when reading/needing to read using a ruler
- Need to frequently re-read what they have just read
- Untidy handwriting despite acceptable pen grip
- Appearing to be unexpectedly tired at the end of a school day

- Experiencing low self-esteem and high levels of frustration



## Frequently Asked Questions

### **Does dyslexia run in families?**

Recent research suggests that there is a strong hereditary influence.

### **My child has already been screened for dyslexia, will they need to be screened again?**

No, support will be put in place based on the findings of the screening report. It is helpful if the report is sent to Hazel Grove High School (HGHS) before the pupil starts HGHS. Occasionally we might like the pupil to have some additional tests to help us to offer additional support.

### **Who can refer a pupil for screening at HGHS?**

The pupil, parents, teachers, Learning Support Assistants and Heads of Year can refer pupils for screening.

### **What should a parent/guardian do if they think their child has a literacy based SpLD/dyslexia?**

There are several ways you can refer:

- Through discussion with the child's English teacher
- By emailing the SENDCo Sandra Crofts: [s.crofts@hazelgrovehigh.co.uk](mailto:s.crofts@hazelgrovehigh.co.uk)
- By emailing the Specialist Teacher Jocelyn Buckley-Dibben [j.buckleydibben@hazelgrovehigh.co.uk](mailto:j.buckleydibben@hazelgrovehigh.co.uk)
- Older pupils sometimes like to come to E5 to discuss the difficulties they are encountering. If this is the case, parents/guardians will be contacted before further testing takes place.

### **What does the screening process involve?**

A pupil will be asked to work with Mrs Buckley Dibben to discuss their learning, complete a number of timed and non-timed tests. Mrs Buckley-Dibben will also look at their English book.

### **How might staff at HGHS identify my child be identified as having a literacy based SpLD/dyslexia?**

- Literacy based baseline assessments are given to all year 7 pupils. The results of these assessments might require further investigation. If this is the case, parents/guardians will be contacted before further testing takes place.
- All teaching and support staff are provided with regular training about indicators of literacy based SpLDs/dyslexia. Staff might refer a pupil to the Learning Support Department. A member of staff will contact you to discuss their concerns before any screening takes place.

### **What will happen if the screening process indicates my child might have dyslexia?**

- The pupil's teachers will be informed that the pupil has literacy based SpLD and will be provided with an outline of the pupil's strengths and weaknesses. Teachers will also be given a list of recommendations to use which are specific to the pupil.
- Some pupils might be offered specialist teaching with Mrs Buckley-Dibben during a timetabled lesson.
- Some pupils might be offered a place in our registration time interventions. These groups focus on reading, spelling, memory, processing and exam technique.
- The pupil is offered the opportunity to speak to Mrs Buckley-Dibben if they feel concerned about anything in their lessons. Mrs Buckley-Dibben can liaise with class teachers where appropriate.
- Pupils with literacy based SpLDs/dyslexia are regularly monitored to ensure that they are making progress.

### **What can teachers at HGHS do to support pupils with literacy based SpLDs/dyslexia?**

At Hazel Grove High School promoting the confidence and progress of pupils with dyslexia is the responsibility of **all** teachers. When teaching pupils with dyslexia all HGHS staff should:

- Consider the pupil's seating position.
- Reduce the amount of copying required

- Limit verbal instructions to 2 at a time
- Allow the pupil extra time to complete work
- Ensure the pupil has opportunities to succeed
- Plan for opportunities to frequently revise skills/facts
- Consider the pupil's reading age when setting reading tasks
- Mark for content not written accuracy
- Avoid asking pupils to read out loud
- Produce "Dyslexia Friendly" resources which are easy to read, uncluttered and allow enough space for recording answers
- Ensure that key vocabulary is available as part of displays or desk top resources
- Be aware that pupils with dyslexia might need tasks breaking down into smaller chunks/steps
- Use a pale coloured background on PowerPoints
- Allow opportunities for pupils to plan longer answers before they are required to write them
- Be patient, as learning might be inconsistent
- Celebrate the pupils' successes
- Encourage pupils to think of self-help strategies
- Ensure pupils are actively listening when instructions are being given

