Supporting Children with a Specific Learning Difficulty
(Dyslexia)
Recommendations at the Whole School Level

Staff awareness of dyslexia:
- Have procedures in place for ensuring that the pupil’s teachers (including substitute teachers) have an understanding of the day-to-day implications of having a dyslexic difficulty.
- Provide access to and encourage use of resources such as Understanding Dyslexia CD and DVD and print out the key sections.
- Have books on dyslexia.
- Arrange briefing for the whole staff at regular intervals (by Special Educational Needs (SEN) teachers/psychologist).
- Encourage staff members to take in-service courses.

Good communication systems:
- Support Plan clearly sets out roles of class teacher, SEN teacher and parents. For further information on developing Support Plans see Special Educational Needs: A Continuum of Support (NEPS)
- Support Plan embedded in school calendar with twice yearly review
- Allocation of time for planning
- Procedure for transfer of information from one class teacher to the next (needs re differentiation, homework management etc.)
- Passing on information to teachers in another school if the child is transferring (with parents’ permission)
- Ongoing informal communication among class teacher, SEN teacher and parent
- Communication with other key professionals, e.g. Speech and Language Therapist
- Regularly review organisation of Learning Support at staff meetings

Access to appropriate range of resources:
Easy access to the following resources for child/teacher/parent:
- A range of age-appropriate reading material that can be used for reading practice and Paired Reading, including Hi-Lo Books (high interest, low ability)
- A selection of audio-books and CD Player/Tape with ear phones
- Coloured paper and coloured transparencies
- Multi-sensory materials (magnetic/sandpaper letters etc.)
- Concrete materials for maths (e.g. Dienes blocks)
- DVDs to support the various curriculum strands
- Access to the internet/broadband and appropriate training
Technology:
Software programs in the following domains:
- Keyboarding
- Writing support (word banks/word processor)
- Spelling and vocabulary
- Reading Programmes
- Teacher Tools

Whole-school methodologies:
- Opportunities for an across-age Paired Reading programme
- Peer learning/Co-operative Learning approaches (Ref: Keith Topping www.dundee.ac.uk/eswce/people/kjtopping.html)

Assessment and decisions re provision of support:
- Emphasis on early identification and intervention
- Beyond basic screening – ongoing assessment of writing and spelling and assessment of reading fluency
- Accommodations e.g. for mathematics screening tests to ensure that pupil can demonstrate knowledge and understanding