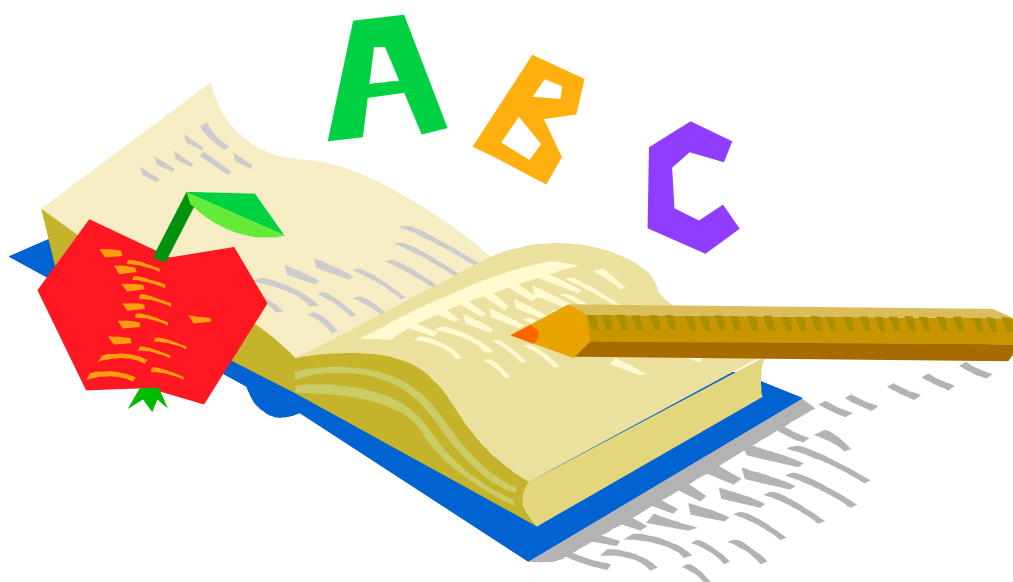


East Ayrshire Dyslexia Friendly Schools



Support Pack

DFS Support Pack

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Acknowledgements

Over the last two years East Ayrshire has been looking at ways to improve assessment and identification of Dyslexia and how best to support not only pupils with Dyslexia but all pupils who may be experiencing literacy difficulties

National guidance emphasises the shift from a focus on the specialist to responsibility of all.

East Ayrshire wanted to address this through policy and procedures. However, it also recognised the importance of developing the right ethos in schools and looked at models of good practice to reflect this.

Two members of the EAST management team were invited to research current models of practice which would help address this. Through liaising with colleagues in our neighbouring authority, South Ayrshire, they found that the DFS model was effective and adapted this to suit our needs and fit in with current East Ayrshire policies. This liaison was invaluable in helping to develop the East Ayrshire Dyslexia Friendly School framework and accompanying support pack.

Special thanks are due to:

Margaret Crankshaw Educational Psychological Services, South Ayrshire.

Staff at Troon Primary School, Garden Rose Primary School, Heathfield Primary School and Kyle Academy, for sharing their ideas and approaches for developing a Dyslexia Friendly School.

Glasgow Dyslexia Service for allowing us to adapt materials linked to Multi Sensory Learning and Learning Styles.

EAST Dyslexia Friendly School working group for their support in developing the DFS support pack.

Aims

To facilitate and encourage

- Whole school awareness of what dyslexia is and how we can support children with dyslexia
- Whole school responsibility for supporting children / young people with literacy difficulties including dyslexic difficulties
- Empowerment of teachers to meet the needs of all their pupils
- Dyslexia friendly learning environments
- Early identification of children/ young people at risk of developing literacy difficulties and appropriate intervention strategies suited to meet individual's needs
- Confidence and consistency in using the Staged Intervention Model embedded within East Ayrshire's Dyslexia Guidelines
- Effective monitoring and tracking systems to record pupil's literacy development
- Effective networking for sharing and celebrating good practice
- CPD opportunities for staff
- Resilience in pupils
- Development of children / young people's empathy and awareness towards dyslexia
- Positive and effective Parent / Carer partnership

Dyslexia Friendly Schools Background

In recent years the Scottish Government, HMIE and COSLA have all raised the profile of Dyslexia and, with dyslexia affecting 10% of the population, it is an issue that all teachers will come face to face with throughout their career.

Historically, dyslexia was widely addressed using a 'medical model' with practice focusing on assessment and diagnosis. However, recently we have seen a shift towards addressing it with a more needs led, intervention focused approach. In the past, we have relied on the 'expert' to come in and assess pupils and identify ways forward but with the introduction of GIRFEC and the ethos that this inspires - that those around the child know the child best and are in the best position to assess and support that child - we have seen a shift towards addressing dyslexia, as with all additional support needs, as a duty of all educators.

In 2006, Building the Curriculum 1 set the standard, and reinforced this message, with the statement

'All teachers have responsibility for promoting language and literacy development'
Building the Curriculum 1 (Scottish Executive, 2006)

This set the tone for a move away from the belief that we always need an 'expert' when dealing with and addressing literacy needs. Literacy skills are life skills required for today's society. With acquisition and competence in these skills pivotal to so many areas of the curriculum, and indeed life, all education professionals need to be able to effectively support pupils to help them to succeed.

In 2008, the HMI report 'Education for Learners with Dyslexia' highlighted the Dyslexia Friendly Schools approach as good practice. This approach was praised for the staged intervention model utilised for assessment and meeting the needs of pupils with dyslexia. The subsequent high standard of planning, monitoring, tracking and evaluation of teaching and learning in such schools embracing Dyslexic Friendly methodology was set out as best practice.

In 2010, Dyslexia Scotland, in conjunction with the Scottish Government, produced the Scottish Assessment Toolkit providing support to help embed effective identification and assessment within everyday classroom practice and staged intervention. Following on

from this , 'The Addressing Dyslexia toolkit' was launched in September 2012, providing a resource for all who are involved in the identification and support of learners who are exhibiting literacy difficulties to help support educators to

- Identify literacy difficulties early
- Identify and provide appropriate teaching and support
- Identify when the term '[dyslexia](#)' is appropriate.

The aim of this resource is to ensure that teachers are able to correctly identify and support pupils whatever their literacy development needs.

Within East Ayrshire we are always striving to continually improve services, with the needs of the child at the centre. In order to reflect the nationally led paradigm shift, we reviewed our Dyslexia Guidelines on how we, as an Authority approach and address dyslexia. With the move towards a more staged intervention approach utilising 'Assessment is for Learning' approaches and ensuring that those professionals who know the child best are very much part of the process, we identified a need within the new Guidelines which the Dyslexia Friendly Schools approach filled. With a move towards a culture of acceptance and ownership of dyslexia, we felt we needed to support teachers to adapt classroom practice to embed the more inclusive model and allow all learners to achieve success.

Introduction

“Being an effective school and becoming dyslexia friendly seem to be two sides of the same coin”

“The more children are empowered to deal with their dyslexia, the more effectively they will learn....”

“The concept of dyslexia represents a continuum of difficulty from very mild, to severe and persistent, and within the continuum there are many different patterns of difficulty and learning experiences. All dyslexic pupils are individuals.”

In East Ayrshire each DFS undertakes a process of self-evaluation. There are eight areas for development:

1. Whole School Commitment to DFS
2. Early identification and Intervention
3. Assessment
4. Dyslexia Friendly Classroom
5. Pupil Perspectives
6. CPD
7. Planning at Primary – Secondary Transition
8. Partnership with Parents / Carers

Essential components of the DFS process include:

- Whole school responsibility for supporting children with dyslexia
- Effective networking for sharing and celebration of good practice
- Support for children’s resilience, empowerment and choice
- A designated DFS member of staff who links with key staff in other pilot schools
- Setting up a steering group with input from pupils and staff
- All parents / carers informed of DFS initiative and parent / carer leaflets made widely available
- Training and awareness raising for all staff

- Audit of current practice, with input from teachers, support staff, parents / carers and pupils
- Building a DFS action plan which charts progress and defines objectives and timescales
- The action plan forms part of the cycle of planning for the school improvement
- Closely involving and empowering pupils
- Building parent / carer partnership and support
- Additional training and networking for DFS teachers
- Support from EAST flexibility
- A high profile for Dyslexia Friendly good practice
- Aspirations towards a DFS are evident in schools ethos and policy documentation

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East Ayrshire Dyslexia Guidelines- Primary

Stage One

- Class Teacher raises concerns with ASN Coordinator – Consultation and intervention undertaken. (see page 6, 'Additional Guidance for Class Teachers')
- If concerns persist a consultation is arranged with East Ayrshire Support Team (EAST) teacher.
- If it is an **initial assessment** then the ASN Coordinator emails rose.ford@east-ayrshire.gov.uk to request dyslexia assessments if deemed necessary. Please complete 'Stage 1 Initial Dyslexia Assessment Request Form' (Appendix 1) including the following information:
 - Establishment
 - Pupil's name
 - Gender
 - Stage
 - Date of birth
 - SQA Number
 - Name of EAST core teacher
 - Who initiated request e.g. parent / carer, school, Educational Psychologist.
- **If it is a re-assessment then proceed straight to Stage Two (page 4).**
- Visual stress questionnaire completed with pupil by EAST teacher. (Encourage parent / carer to get pupil's eyesight tested).
- Class teacher completes Pupil Assessment Profile (PAP), 'Possible Indicators of Dyslexia Checklist' (Appendix 2) and collates a broad sample of pupil's work (to include spelling, extended writing, maths, etc). The EAST Teacher can assist with this evidence gathering as required.
- EAST teacher, class teacher and ASN Coordinator discuss the findings of PAP, checklist and pupil's work gathered to decide if dyslexia screening using the Dyslexia Screener is required or if a support intervention is more appropriate. In addition the staff would decide if further assessment for visual stress is required.
- If further assessment is required, the school will contact parent / carer for assessment consent and obtain feedback from them. EAST teacher will complete the computer-based Dyslexia Screener and / or visual stress assessment agreed as appropriate.
- If visual stress is indicated, ask parent / carer to seek referral from G.P to Visual and Reading Orthoptic Clinic (VAROC) at Ayr / Crosshouse Hospital.
- Once all the evidence is gathered (Visual Stress Questionnaire, Dyslexia Checklist, PAP, pupil's work, Dyslexia Screener report and Visual Stress assessment if appropriate), a professional consultation between ASN coordinator, Educational Psychologist and EAST member of staff if appropriate takes place.
- At this consultation, if the screener indicates Level A or B and the information from all other evidence gathered correlates, intervention and review process initiated, with agreed strategies and Action Plan implemented within establishment. (See page 3 'Summary of Dyslexia Screener Levels')

- If the pupil has a 'chronology' (a running record of significant events) the school should log this concern there along with results of Screener and summary of intervention.
- If the pupil does not have a 'chronology' the school should log this information on SEEMIS pastoral notes.
- If the screener indicates dyslexia at Level C then move to Stage Two. (see page 4)
- If the screener indicates dyslexia at Level D or E and the information from all other evidence gathered correlates, then dyslexia is positively identified.
- The school holds an Assessment Feedback Meeting. At this meeting a *Dyslexia Assessment Feedback Form* will be completed and copies distributed to all relevant parties including EAST (rose.ford@east-ayrshire.gov.uk). (Appendix 4)
- Parents / carers should be invited to this feedback meeting, where the outcome of the assessment will be given and next steps agreed.
- If the pupil requires additional support beyond that provided via class teacher, they should be added to ASN Log. Chronology should be started or updated.
- The class teacher should liaise with EAST teacher and ASN Coordinator to plan appropriate next steps. Good practice in terms of monitoring and review should then follow.
- A photocopy of 'The Dyslexia Friendly Primary School: A Shared Responsibility' (Appendix 5) may prove useful for the class teacher and may help inform classroom practice.

- **If the screener indicates dyslexia at Level A, B, D or E and the information from the other evidence gathered does not correlate, then next steps will be determined through professional dialogue involving school staff, EAST and Educational Psychologist e.g. further monitoring, gathering of more specific evidence of pupils work, further assessments, etc. Parents / Carers would be updated with this decision.**
- **Once a final decision has been made, the school holds an Assessment Feedback Meeting. At this meeting a *Dyslexia Assessment Feedback Form* will be completed and copies distributed to all relevant parties including EAST (rose.ford@east-ayrshire.gov.uk). (Appendix 4)**
- **Parents / carers should be invited to this feedback meeting, where the outcome of the assessment will be given and next steps agreed.**

Dyslexia Screener

Summary of Dyslexia Screener Levels

(Where evidence gathered correlates with the screener outcome)

Screeners – Level A: No sign of dyslexia. *An Action Plan (AP) may still be required. The Action Plan would be drawn up at school level and monitored / reviewed through SC76.*

Screeners – Level B: Few signs of dyslexia. *An Action Plan (AP) may still be required. The Action Plan would be drawn up at school level and monitored / reviewed through SC76.*

Screeners – Level C: Mild dyslexia → Stage 2

Screeners – Level D: Moderate dyslexia. *An Action Plan (AP) or Individual Learning Plan (ILP) would be drawn up at school level and monitored / reviewed through SC76.*

Screeners – Level E: Severe dyslexia. *An Action Plan or Individual Learning Plan would be drawn up at school level and monitored / reviewed through SC76.*

Stage Two

- If the reason for a referral is a **re-assessment**, ASN Coordinator requests that the computer-based Dyslexia Screener be completed by EAST teacher.
- If Stage 1 has been completed, proceed to point below.
- The school should complete a Dyslexia portfolio Referral Form (*Appendix 3*) and forward this to EAST, (rose.ford@east-ayrshire.gov.uk) and copy to school Educational Psychologist.
- The school should ensure that the EAST teacher, class teacher and parents / carers are kept informed of any dates for assessment.
- Dyslexia portfolio will be administered by a teacher from EAST.
- If it is a reassessment, on the day of the assessment the school should ensure that a quiet room and a copy of the Screener report, is available to EAST member of staff.
- If it is a referral from Stage 1, on the day of the assessment the school should ensure that a quiet room and a copy of PAP, Screener report, visual stress questionnaire and / or assessment (if appropriate) are available to EAST member of staff.
- The Dyslexia portfolio Report will be sent to the school, EAST teacher, and Educational Psychologist.
- Dyslexia portfolio Report should **not** be discussed with parents / carers prior to an Assessment Feedback Meeting taking place.
- The Dyslexia portfolio Report, which forms part of the evidence gathering, should be discussed with the Educational Psychologist prior to the Assessment Feedback Meeting.
- At the Assessment Feedback Meeting a *Dyslexia Assessment Feedback Form* will be completed and copies distributed to all relevant parties. (*Appendix 4*)
- Parents / carers should be invited to this feedback meeting where feedback will be given and next steps agreed.
- Based on all the available evidence, one of the following decisions will be made:
 - The pupil is dyslexic.
 - The pupil is not dyslexic.
 - Evidence at this time is inconclusive and further assessment is required.
 - Evidence at this time is inconclusive and the pupil should be monitored and reassessed at a later date.
- If dyslexia is positively identified and the pupil requires additional support beyond that provided via class teacher, they should be added to ASN Log. Chronology should be started or updated.
- The class teacher liaises with EAST teacher and ASN Coordinator to plan appropriate next steps. Good practice in terms of monitoring and review should then follow.
- A photocopy of 'The Dyslexia Friendly Primary School: A Shared Responsibility' (*Appendix 5*) may prove useful for the class teacher and may help inform classroom practice.

If a parent / carer request a dyslexia assessment:

- **Verbal requests**

When a verbal request has been made to the school the procedures in this document should be followed beginning at Stage 1.

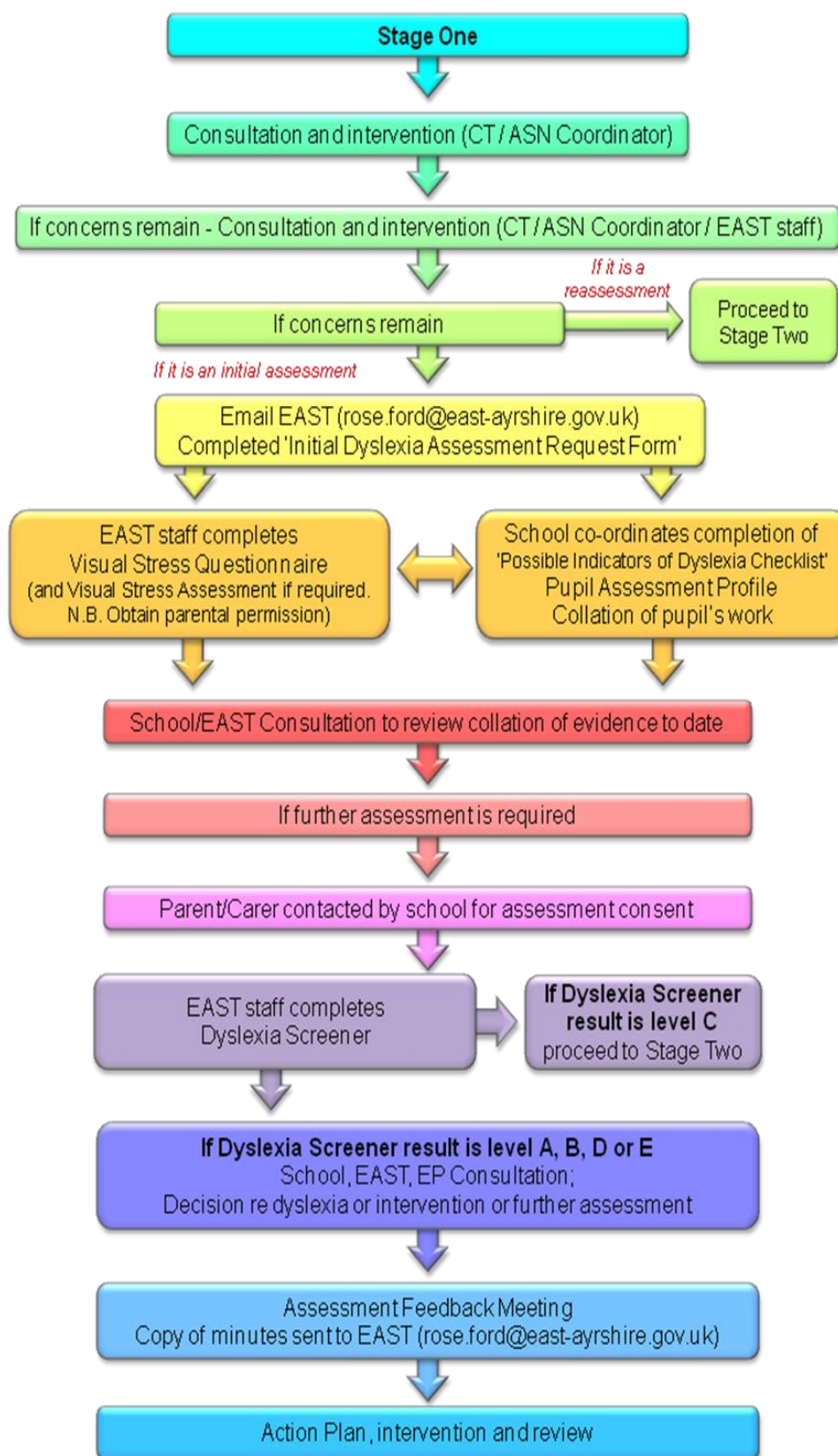
- **Written Requests**

The **Education (Additional Support for Learning) (Scotland) Act 2009** gives parents / carers the legal right to request appropriate assessment for their child. This written request initiates a process which has to be completed within **ten weeks** and has legal implications for the authority.

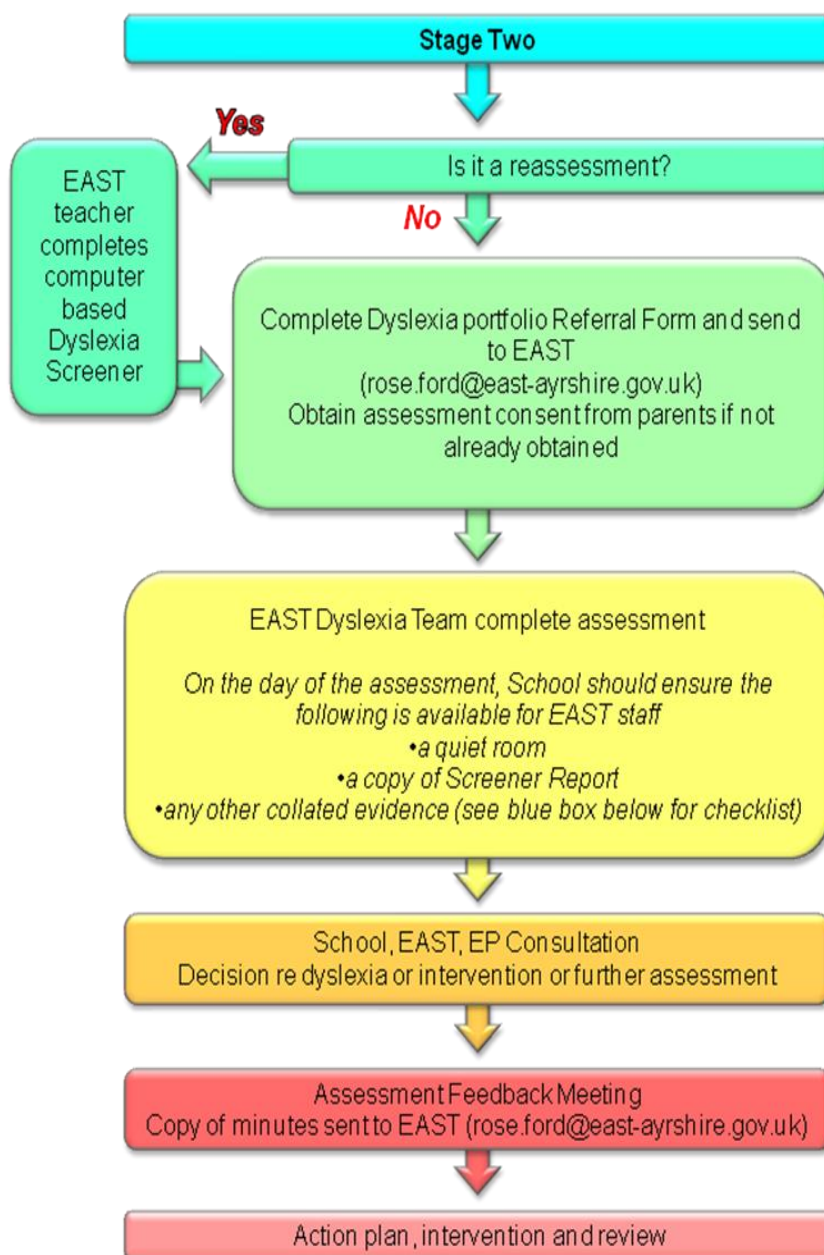
Written requests should be fairly infrequent as it is anticipated that parents / carers who approach the school informally would have their concerns acted upon satisfactorily.

1. Head Teacher (or designate) should issue the standard authority letter (Appendix 6 of East Ayrshire Dyslexia Guidelines- Primary for Identification and Support) to the parents / carers, acknowledging receipt of the request and commencement of the assessment process.
2. Head Teacher (or designate) to contact Senior Administrative Officer, (Heather MacDonald- Heather.Macdonald@east-ayrshire.gov.uk) indicating receipt of a formal request under the ASL Act.
3. Head Teacher (or designate) should contact catherine.rodger@east-ayrshire.gov.uk to advise that a written parental request for dyslexia assessment has been received.
4. Procedures in this document should be followed beginning at Stage 1. *All evidence collection and formal reporting back should be completed within ten weeks.*

Dyslexia Procedures – Primary Schools



Dyslexia Procedures – Primary Schools



Checklist

If available, the following should be given to EAST staff on day of assessment

- PAP
- Teacher checklist
- Previous dyslexia assessment report
- Visual stress questionnaire / assessment

Visual Stress (Meares–Irlen Syndrome)

There are visual and visual perceptual (the way the brain deals with visual issues) problems which can cause difficulties which may appear similar to some symptoms of dyslexia. However, visual and visual perceptual difficulties are **not** the same as dyslexia, although they can be co-morbid (i.e. not everyone with dyslexia will experience visual stress and people without dyslexia can also have visual stress). One of these types of difficulty is **visual stress**.

NB Visual stress might not be detected in a standard eye test and can occur in children or adults with perfect vision. **However, it can be treated easily.**

Visual Stress may also be known as:

- Meares-Irlen Syndrome (MIS)
- Irlen Syndrome
- Scotopic Sensitivity Syndrome (SSS)
- Vision Linked Stress Syndrome (VLSS)

It is also sometimes wrongly known as ‘visual dyslexia’.

The degree of symptoms of visual stress varies from person to person. Sufferers may assume that the following symptoms are experienced by everyone. However, these are not “the norm”:

- Child finds pages too bright
- Eyes get sore when reading
- Headaches during/after reading (including migraines)
- Print moving or blurring
- Non-existent patterns appear on the page

Visual stress impacts on pupils’ reading rate and accuracy. It can cause pupils to become disengaged with learning and it can impact on the results of any subsequent testing.

It is thought that approximately 10% of the general population, and 30% of pupils with additional support needs, suffer from visual stress. It is, therefore, more common than might be supposed. However, for many pupils, this remains undiagnosed.

Dyslexia Observation Profile

Early Level



Name of child		E.C.C or Establishment:	
DoB:		Early Years worker or Class Teacher:	
Stage:		Session:	

General Development		Yes	No	Unsure	Comments
1	Family history of dyslexia or difficulties with reading or spelling				
2	History of slow speech development / poor articulation				
3	Finds it difficult to find the correct word when talking				
4	Poor organisation skills (getting changed, school bag, desk/tray)				
5	History of hearing problems				
6	Poor co-ordination skills (gross and fine motor skills)				
7	Confusion between left and right				
8	Significant levels of frustration/ restless behaviour				

Development of Phonological Awareness		Yes	No	Unsure	Comments
1	Can listen attentively				
2	Can keep a simple rhythm				
3	Can identify and generate rhyme				Please state whether identifying and/or generating
4	Can distinguish words in a sentence orally				
5	Confuses syllables e.g. ephelant?				

Literacy Development		Yes	No	Unsure	Comments
1.	Poor visual discrimination				
2.	Shows an interest in reading				
3.	Can recognise signs and labels within the environment				
4.	Shows an interest in mark making/ drawing				

Development of Comprehension/Talking & Listening		Yes	No	Unsure	Comments
1.	Shows an understanding of stories which have been read to him/her				
2.	Contributes to discussions				
3.	Can follow simple oral instructions				
4.	Willingly and effectively joins in group activities				

Numeracy Development		Yes	No	Unsure	Comments
1	Has an understanding of positional language (under, above, on)				
2	Can sequence numbers orally				
3	Has an understanding of time sequences (today, tomorrow, yesterday etc)				

Dyslexia Observation Profile

First and Second Levels



Name of child		Establishment	
DoB		Class Teacher	
Class		Date completed	

General		Yes	No	Unsure	Comments
1	Family history of dyslexia or difficulties with reading or spelling				
2	Displaying significant levels of frustration/ restless behaviour				
3	History of slow speech development / poor articulation				
4	Difficulty remembering and/or following instructions				
5	History of hearing problems				
6	Poor organisation skills (getting changed, school bag, desk/tray)				
7	Word finding problems when talking				
8	Confusion between left and right				
9	Poor co-ordination skills (gross and fine motor skills)				
10	Is often tired				

Phonological Awareness		Yes	No	Unsure	Comments
1	Can distinguish words in sentences				
2	Can distinguish the number of syllables in words				
3	Can hear the individual sounds or phonemes in a word				

5	Can recognise and generate rhyme				Please enter whether identifying and/or generating
6	Can recognise and generate alliteration				Please enter whether identifying and/or generating

Reading		Yes	No	Unsure	Comments
1	Reading is slow and hesitant				
2	Omits words or syllables when reading aloud				
3	Confuses letters that look similar (b/d, u/n/m/n)				
4	Confuses similar looking words e.g. for, from, form, of, off, them, then				
6	Reverses words (was/saw, on/no)				
7	Transposes words (left/felt)				
8	Loses the place when reading				
9	Lacks comprehension after reading				
10	Complains of letters or words moving on the page				
11	Difficulty with left to right visual scanning of text				
12	Can read big words but regularly misreads small words				

Comprehension/Talking & Listening		Yes	No	Unsure	Comments
1	Contributes to discussions about written text				
2	Contributes to general discussions				
3	Willingly and effectively joins in group activities				

Spelling		Yes	No	Unsure	Comments
1	Bizarre spelling errors that are hard to decipher				
2	Writes letters in the wrong sequence (said/siad)				
3	Reverses letters or words (was/saw)				
4	Omits letters				
5	Puts capital letters in the middle of a word				
6	Spelling is inconsistent – a word spelt several different ways in one piece of writing				
7	Can recall words in weekly spelling tests but is unable to retain them in class work				

Writing		Yes	No	Unsure	Comments
1	Marked difference between spoken and written language				
2	Handwriting is untidy and disjointed				
3	Experiences difficulty when copying written work				
4	Loses the place when writing				
5	Has difficulty writing on lines				
6	Has difficulty sequencing/organising Ideas				
7	Has difficulty with punctuation				
8	Lack of spacing in writing				

Maths		Yes	No	Unsure	Comments
1	Confuses similar numbers 9/6, 12/21				
2	Struggling with mental maths				
3	Has difficulty switching between mathematical processes				
4	Finds it difficult to remember times tables/ months of the year				
5	Has difficulty learning to tell the time				

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Developing a Dyslexia Friendly School

Why become a Dyslexia Friendly School

We know that dyslexia can seriously affect a pupil's ability to access and benefit from education. With 10% of the population experiencing dyslexic type difficulties and given that the majority of moderately dyslexic pupils will be taught in our mainstream classrooms by non-specialist teachers, it is vital that the dyslexic friendly environments, strategies and methodologies are implemented across our establishments to support these pupils.

As educators, we recognise that every child is an individual and learns in a different way. It is our duty to ensure that the education we provide is meeting the needs of all our pupils and we are confident that we know how to do so. In addition, it is important that they, along with us, know and understand what dyslexia is, how it affects their own learning and how they can help themselves to become:

- successful learners
- confident individuals
- effective contributors
- Responsible citizens.

It has been shown that the impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment. Recognising early signs of difficulties and adapting learning and teaching approaches is a regular part of the daily routine for all children in an education environment. For those who may have additional learning needs, such as those with dyslexic type difficulties, it is important that these needs are met in the best possible way by accurate and timely identification and intervention. Dyslexia should not be seen as a problem that only specialist highly trained individuals can deal with. Everyone has the skills and abilities to recognise early signs of dyslexia in children at all stages, and take appropriate action in response. Dyslexia Friendly approaches normalise the dyslexia continuum within classroom context and create a solution focused ethos that encourages teachers to look at what is right in the classroom in order to enhance the effectiveness of learning, as opposed to establishing what is wrong with the child in order to make them better.

Learning difference rather than learning difficulty

One of the basic principles of becoming a dyslexia friendly school is the expectation that *teachers take immediate action* when faced with learning needs, rather than refer for assessment and wait for a 'label'. *All teachers are empowered*, through training, policy and ethos, to be confident in identifying learning issues and respond appropriately and effectively at the earliest opportunity. Teachers are encouraged to look at dyslexia as a learning **difference** rather than learning **difficulty** and to celebrate learner's strengths.

Thinking of dyslexia in this way reinforces the message that the learner has a balance of strengths & difficulties. In light of this, strengths are celebrated and used to scaffold learning and learning differences are overcome through changes in methods, materials or approach. DfES SEN Code of Practice states "Schools should not assume that children's difficulties always result solely, or even mainly, from problems within the child. A school's practices make a difference, for good or evil." The key for the teacher is to achieve a balance between achievement and challenge within the patterns of strength and weakness of each learner.

Reaching All Learners

Not only do dyslexic friendly approaches assist dyslexic learners, study has shown that Dyslexia Friendly School's good practice is in fact good practice for all. Research suggests that 30% of pupils at risk of literacy failure can be reduced to 3% with effective DF classroom teaching and compensatory (Neil Mackay 2006). Furthermore, dyslexia friendly approaches are inclusive; the strategies employed reach not only dyslexia pupils or pupils with literacy needs but pupils with other additional support needs and differing learning styles as well.

The journey to becoming a Dyslexia Friendly School

In a Dyslexia Friendly School, inclusion is at the heart of everything. Keeping the learner as the focal point of policy and practice allows you to successfully meet the needs of all pupils within your establishment.



Policy

An effective Dyslexia friendly policy sets the standard for the school. It clarifies and states the schools ethos, direction and expectation. Many successful schools will find that good practice comes ahead of the full documented policy and the policy is the recording of this good practice to set the standard for any new staff or pupils coming into the school.

Training

In a Dyslexia Friendly School all staff are expected to be dyslexia aware and should be given access to CPD opportunities to make them confident in identifying literary difficulties, including dyslexic type difficulties, and planning appropriate interventions to support such pupils. While working towards the Dyslexia Friendly School Award, key staff are given access to additional training and sharing of good practice and they in turn are expected to cascade this knowledge in a manner suited to the needs of their school. This training

should enable class teachers, with the support of classroom assistants to implement an effective dyslexia friendly approach and create supportive environments in which all young learners can succeed.

Identification Assessment & Monitoring

East Ayrshire's revised Dyslexia Guidelines reflect national guidance that assessment for dyslexia should, for most children and young people, be a staged process. As with all assessment, dyslexia assessments should be done using the least intrusive method and, in line with the GIRFEC model, be carried out by the professionals that know the child best. Contextual evidence gathered from a broad awareness of what dyslexic type difficulties are and how they can present themselves by class teachers gives the best picture of a child's needs; this method embraces the assessment is for learning beliefs, eliminates potential problems arising from stresses that can be present on 'assessment' days and embraces the philosophy that assessment should be a process rather than an end-product.

Responding to need

In a Dyslexia Friendly school, staff do not view current weak basic skills as a barrier to ability appropriate achievement; they have a zero tolerance for failure and demand excellence from all their pupils. They accept responsibility for responding to the needs of all their pupils and are confident in early identification of literacy difficulties and adapting learning and teaching to support and overcome them. They employ flexible and preventative approaches within their classrooms and recognise and harness individual differences in learning styles. When needs are identified, needs led interventions are put into place in a timely fashion providing the pupils with as little disruption to the learning process as possible. Dyslexia is not seen as 'a mystical or mythical problem that only specialist highly trained individuals can deal with', staff are confident that they have the skills and abilities to recognise early signs of dyslexia in children at all stages, and take appropriate action in response.

Parents/Carers as partners

In a Dyslexia Friendly School, parents / carers should be seen as partners in their children's learning. The school's policies set the standard for the school as adopting a proactive approach and there is an open dialogue allowing the school to build up a relationship of trust between themselves and the parent s/ carers. Consequently parents / carers are confident that if they come to the school with concerns around dyslexia, the school can and will respond in a positive proactive manner and be able support them in how they can help their child at home.

Pupil Involvement

Pupil's involvement is key to the process. All children are given information about dyslexia appropriate to their age and level of understanding so there is a heightened awareness and level of understanding within the school. Pupils are actively involved in the journey of

implementing, monitoring and evaluating dyslexic practices to embed them in the everyday running of their school. Primary to Secondary Transition is recognised as an important point in a pupil's school career and Dyslexic pupils are appropriately supported through this phase.

Dyslexia friendly practice is indeed just general good practice demonstrated through quality learning and teaching. There will be many dyslexia friendly practitioners and indeed classrooms already in your schools; the challenge is to create this quality inclusive approach consistent within all your classrooms for all your pupils. This project provides the framework for the aforementioned consistency and a route to gaining recognition for the good practice that is already embedded.

Responsibilities

Key DFS staff should

- Adapt the framework to suit the school
- Have access to regular CPD and networking meetings to share good practice
- Adapt and disseminate relevant CPD and examples of good practice to meet the needs of your school and help school staff to embed good practice within your establishment
- Collate the gathering of evidence to put forward for accreditation
- Be dyslexia aware
- Be aware of the school's policy and practice in supporting pupils with literacy difficulties including dyslexic type difficulties
- Be knowledgeable of and confident in following East Ayrshire's staged intervention process for identifying and supporting dyslexia
- Be aware of national guidelines for addressing dyslexia
- Support parents / carers in understanding concerns
- Provide appropriate and timely interventions or alteration to the learning and teaching environment or approach to meet all pupils' needs
- Monitor and track pupil's progress using school procedures
- Contribute to and be involved of the monitoring, tracking and review of pupils ILP's.
- Be aware of, and take into consideration, pupils views.

Class teachers should

- Be dyslexia aware
- Be aware of the school's policy and practice in supporting pupils with literacy difficulties including dyslexic type difficulties
- Be knowledgeable of and confident in following East Ayrshire's staged intervention process for identifying and supporting dyslexia
- Be aware of national guidelines for addressing dyslexia
- Support parent s/ carers in understanding concerns
- Provide appropriate and timely interventions or alteration to the learning and teaching environment or approach to meet all pupils' needs
- Monitor and track pupil's progress using school procedures
- Contribute to and be involved in the monitoring, tracking and review of pupils ILP's
- Be aware of ,and take into consideration, pupils views
- Have access to relevant CPD

Classroom Assistants should

- Be dyslexia aware.
- Be aware of the school's policy and practice in supporting pupils with literacy difficulties including dyslexic type difficulties.
- Be familiar and confident in following East Ayrshire's staged intervention process for identifying and supporting dyslexia.
- Have access to information relating to the needs of pupils they are supporting.
- Liaise with class teachers to provide an effective support role within the classroom utilising appropriate resources and agreed strategies suitable to the pupil (s).
- Have access to relevant CPD.

Additional support to schools

EAST Core staff in school

- Be dyslexia aware.
- Be aware of the school's policy and practice in supporting pupils with literacy difficulties including dyslexic type difficulties.
- Be knowledgeable of and confident in following East Ayrshire's staged intervention process for identifying and supporting dyslexia.
- Be aware of national guidelines for addressing dyslexia.
- Liaise closely with the ASN co-ordinator.
- Support the class teacher with
 - Differentiation of the curriculum
 - Guidance on assessment
 - Help with identification of specific support needs and associative intervention strategies / resources.
- Input to school ILP's where appropriate.
- Support pupils identified by the school as in need of support above and beyond that which the class teacher can provide.

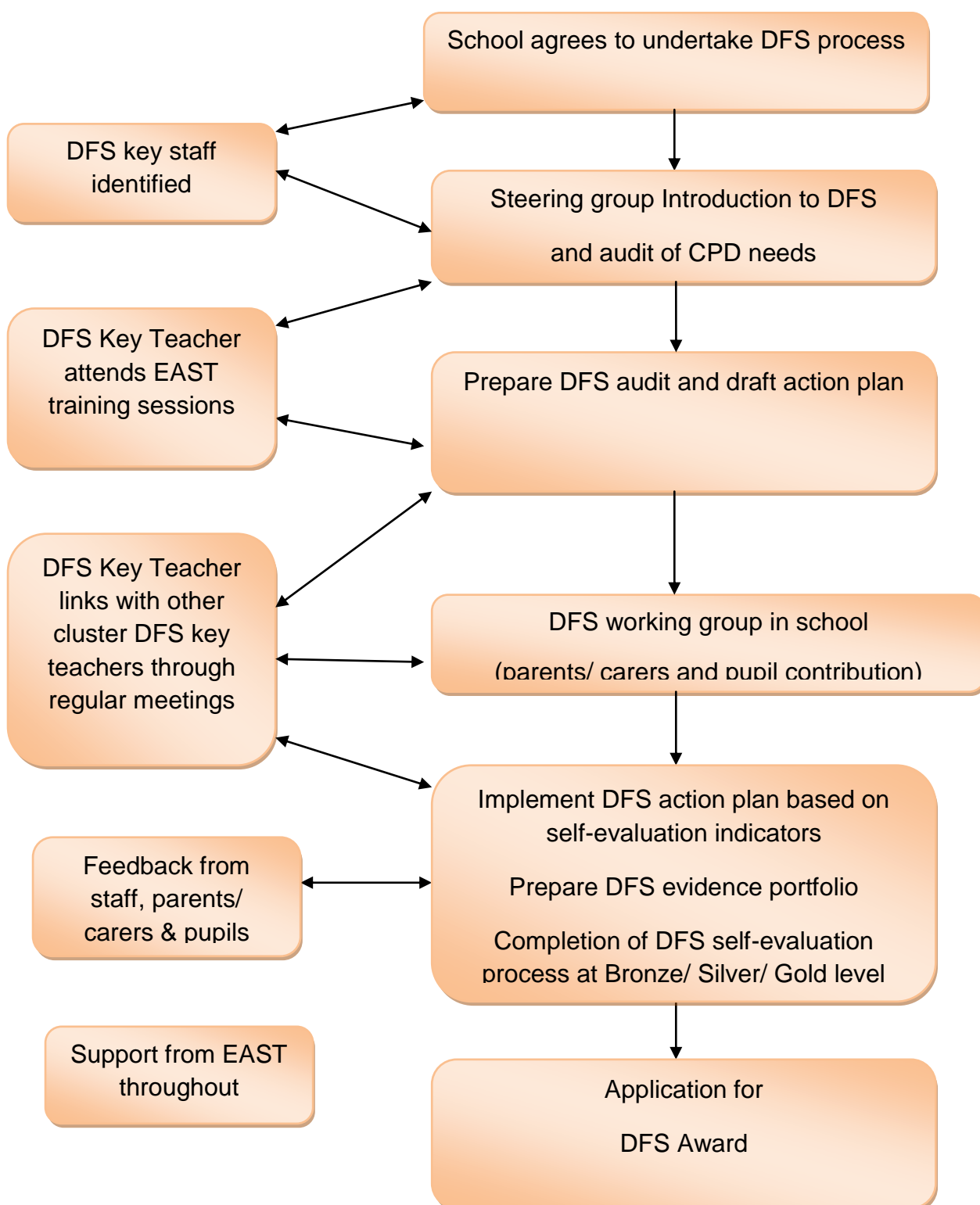
Dyslexia Friendly Schools

In order to identify CPD requirements to help Primary School on the road to becoming a Dyslexia Friendly School please note areas where you feel you need further CPD in:

	Yes	No
More knowledge and understanding of dyslexia and indicators of dyslexia.		
Advice regarding identifying difficulties.		
A greater understanding of the difficulties dyslexic pupils face in accessing the curriculum.		
Identification of learning styles and how to adopt a multi sensory approach to teaching and learning.		
Suggestions for dyslexia friendly classroom management and organisation.		
Suggestions as to differentiating activities and further information on appropriate resources/ strategies.		
Strategies to develop positive self esteem.		
Advice on how to discuss dyslexia with all pupils and creating a dyslexia aware environment.		
How to make marking and homework more dyslexia friendly.		
Monitoring and reviewing pupil's progress.		

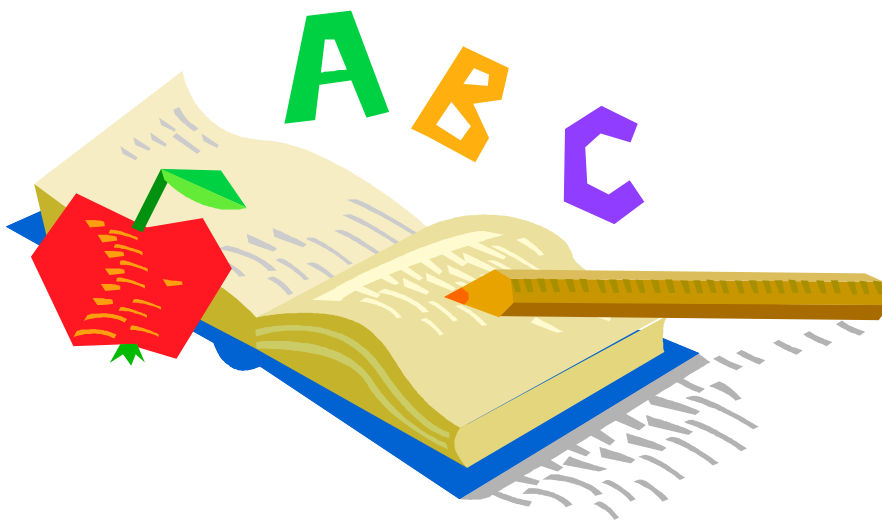
East Ayrshire Dyslexia Friendly Schools

Self-Evaluation Model



DYSLEXIA FRIENDLY SCHOOLS

Bronze Award (Primary Schools)



Self-Evaluation

Dyslexia Friendly Primary Schools
Primary Self Evaluation Indicators (Bronze Level)

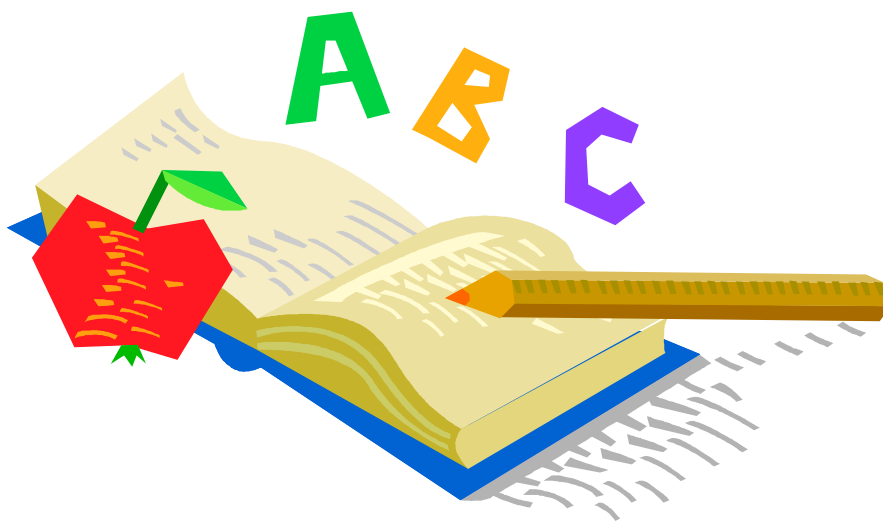
Name of school		
Date completed		Completed by:

Statement	Evidence	Planning	Working towards	Completed
Area 1 Whole school commitment to DFS				
A school Dyslexia Policy Statement written in clear English is in place and available to all staff and parents / carers.				
EA Dyslexia Support Pack is available to all staff, and all staff are aware of EA guidelines.				
A key Dyslexia Friendly School link member of staff is identified who is responsible for implementing and monitoring DFS progress with SMT support.				
Area 2 Early Identification and Intervention				
ELLAT screening results from nursery and P1 and used as a basis for literacy profiles.				
Enhanced early literacy experience is established through active learning when there is concern from P1.				
ELLAT procedures followed for nursery- primary transition.				
Area 3 Assessment				
All teaching staff are clear on EAC Dyslexia Guidelines and their role in the process.				
The school can access advice and support on assessment and intervention from EA Educational Psychologists/EAST.				
External Assessments from professionals such as Chartered Educational Psychologists are valued and may be used to contribute information to the child's profile.				
Area 4 Dyslexia Friendly Classroom				
All teachers implement a range of DFS strategies.				

Classrooms are well organised with easily accessible dyslexia aids available (e.g. Coats Box).				
There is appropriate access to individual resources specified in child's action plan or ILP.				
Area 5 Pupil Perspective				
All children are given information about dyslexia appropriate to their age and level of understanding.				
Area 6 CPD				
The school has a systematic and supportive policy on dyslexia CPD for all school staff.				
All teaching and support staff have attended at least a basic dyslexia awareness rising session in the last 3 years.				
A record is kept of all staff training and audit of training needs.				
Area 7 Planning at Primary – Secondary Transition				
Children have information about the range of supports and strategies (including ICT) available in Secondary School, and how to access them.				
Children are consulted about sharing information about their dyslexia with new peers.				
P7 Pupils who will access dyslexia supports at Secondary are supported to access the Dyslexia Scotland Transition Pack.				
Area 8 Partnership with parents / carers				
All parents / carers are made aware of the DFS guidelines process and EA guidelines on Dyslexia Assessment and Intervention.				
Parents / carers are given clear written early notice of any school concerns on literacy progress.				
Parents / carers concerns are respected and acknowledged.				
There is a system in place for informal regular sharing of information about progress, supports in place and targets.				

EAST AYRSHIRE SUPPORT TEAM
DYSLEXIA FRIENDLY SCHOOLS
PROJECT

Silver Award
(Primary Schools)



Self-Evaluation

Dyslexia Friendly Primary Schools

Primary Self Evaluation Indicators (Silver Level)

Name of school		
Date completed		Completed by:

Statement	Evidence	Planning	Working towards	Completed
Area 1 Whole school commitment to DFS				
A school Dyslexia Policy Statement written in clear English is in place and available to all staff and parents / carers.	Completed at Bronze Level			
EA Dyslexia Support Pack is available to all staff, and all staff are aware of EA guidelines.	Completed at Bronze Level			
A key Dyslexia Friendly School link member of staff is identified who is responsible for implementing and monitoring DFS progress with SMT support.	Completed at Bronze Level			
The school induction procedures make reference to dyslexia friendly status for new staff including supply staff.				
Data on literacy attainment is regularly evaluated on a whole school basis.				
Dyslexia Friendly Practice is included in school homework policy and marking policy and there is recognition and assurances in both that pupils are assessed on knowledge.				
Specific information on all pupils with additional support needs detailing preferred / successful teaching and learning strategies is shared with all relevant staff including supply staff.				

Area 2 Early Identification and Intervention				
ELLAT screening results from nursery and P1 and used as a basis for literacy profiles.	Completed at Bronze Level			
Enhanced early literacy experience is established through active learning when there is concern from P1.	Completed at Bronze Level			
ELLAT procedures followed for nursery- primary transition.	Completed at Bronze Level			
Dyslexia Observation Profiles are used regularly to address concerns and monitor progress.				
Area 3 Assessment				
All teaching staff are clear on EAC Dyslexia Guidelines and their role in the process.	Completed at Bronze Level			
The school can access advice and support on assessment and intervention from EA Educational Psychologists/EAST.	Completed at Bronze Level			
External Assessments from professionals such as Chartered Educational Psychologists are valued and may be used to contribute information to the child's profile.	Completed at Bronze Level			
Schools have procedures in place to assess and track literacy skills at all stages.				
Assessment is an integral part of the ongoing process of identification, intervention and evaluation of progress for all children and adjustments are made to support provision when necessary.				
Dyslexia friendly good practice is in place when marking everyday assessments.				

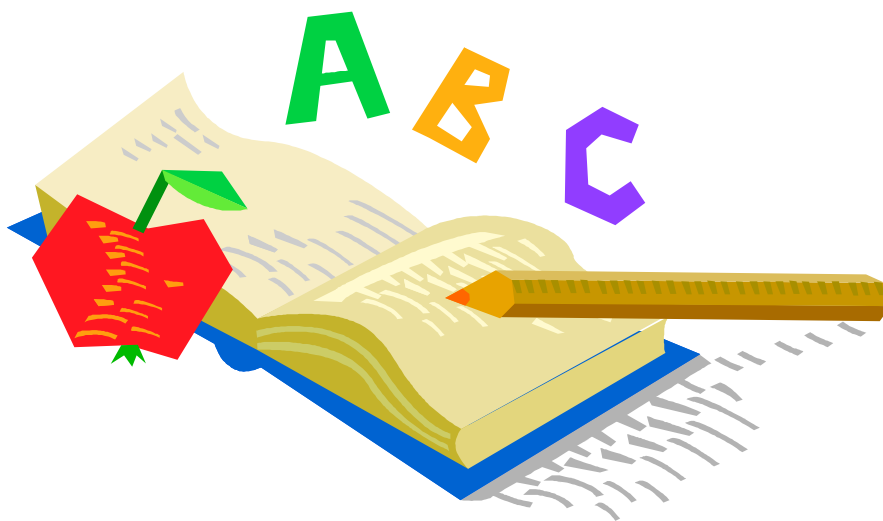
Area 4 Dyslexia Friendly Classroom				
All teachers implement a range of DFS strategies.	Completed at Bronze Level			
Classrooms are well organised with easily accessible dyslexia aids available (e.g. Coats Box).	Completed at Bronze Level			
There is appropriate access to individual resources specified in child's action plan or ILP.	Completed at Bronze Level			
Peer support is well organised and innovative.				
Learning is differentiated appropriately and a range of learning methods encouraged.				
All children are "dyslexia aware" appropriate to their age and stage.				
Area 5 Pupil Perspective				
All children are given information about dyslexia appropriate to their age and level of understanding.	Completed at Bronze Level			
Children are encouraged to identify their strengths and needs, and become independent learners.				
Support is provided to ensure that feelings of learning failure, frustration and anxiety are acknowledged and addressed.				
Children's views are respected and considered, particularly in relation to : <ul style="list-style-type: none"> • Learning resources • Seating • Learning groups (care is taken to ensure that 				

cognitive ability is taken into account) • How adult support is used.				
Area 6 CPD				
The school has a systematic and supportive policy on dyslexia CPD for all school staff.	Completed at Bronze Level			
All teaching and support staff have attended at least a basic dyslexia awareness rising session in the last 3 years.	Completed at Bronze Level			
A record is kept of all staff training and audit of training needs.	Completed at Bronze Level			
Staff are encouraged to network and share DFS good practice through learning partnership initiatives and DFS key staff meetings.				
Arrangements are in place for absent staff to catch up on missed CPD opportunities e.g. a rolling programme.				
Area 7 Planning at Primary – Secondary Transition				
Children have information about the range of supports and strategies (including ICT) available in Secondary School, and how to access them.	Completed at Bronze Level			
Children are consulted about sharing information about their dyslexia with new peers.	Completed at Bronze Level			
P7 Pupils who will access dyslexia supports at Secondary are supported to access the Dyslexia Scotland Transition Pack.	Completed at Bronze Level			
Children are clear what information is being passed on to Secondary subject teachers.				

Area 8 Partnership with parents / carers				
All parents / carers are made aware of the DFS guidelines process and EA guidelines on Dyslexia Assessment and intervention.	Completed at Bronze Level			
Parents / carers are given clear written early notice of any school concerns on literacy progress.	Completed at Bronze Level			
Parents / carers concerns are respected and acknowledged.	Completed at Bronze Level			
There is a system in place for informal regular sharing of information about progress, supports in place, and targets.	Completed at Bronze Level			
Information from parents / carers contributes to the child's profile.				

EAST AYRSHIRE SUPPORT TEAM
DYSLEXIA FRIENDLY SCHOOLS
PROJECT

Gold Award
(Primary Schools)



Self-Evaluation

Dyslexia Friendly Primary Schools

Primary Self Evaluation Indicators (Gold Level)

Name of school		
Date completed		Completed by:

Statement	Evidence	Planning	Working towards	Completed
Area 1 Whole school commitment to DFS				
A school Dyslexia Policy Statement written in clear English is in place and available to all staff and parents / carers.	Completed at Bronze Level			
EA Dyslexia Support Pack is available to all staff, and all staff are aware of EA guidelines.	Completed at Bronze Level			
A key Dyslexia Friendly School link member of staff is identified who is responsible for implementing and monitoring DFS progress with SMT support.	Completed at Bronze Level			
The school induction procedures make reference to dyslexia friendly status for new staff including supply staff.	Completed at Silver Level			
Data on literacy attainment is regularly evaluated on a whole school basis.	Completed at Silver Level			
Dyslexia Friendly Practice is included in school homework policy and marking policy and there is recognition and assurances in both that pupils are assessed on knowledge.	Completed at Silver Level			
Specific information on all pupils with additional support needs detailing preferred / successful teaching and learning strategies is shared with all relevant staff including supply staff.	Completed at Silver Level			

The school community has a consistent, inclusive and positive approach to dyslexia which is fully supported by all staff.				
Teachers are supported to evaluate their contribution to DFS good practice.				
Innovative literacy projects are introduced on a regular basis.				
The school library is included in dyslexia friendly practice.				
Area 2 Early Identification and Intervention				
ELLAT screening results from nursery and P1 and used as a basis for literacy profiles.	Completed at Bronze Level			
Enhanced early literacy experience is established through active learning when there is concern from P1.	Completed at Bronze Level			
ELLAT procedures followed for nursery- primary transition.	Completed at Bronze Level			
Dyslexia Observation Profiles are used regularly to address concerns and monitor progress.	Completed at Silver Level			
Effective information sharing is in place with other agencies such as Speech and Language Therapy.				
Area 3 Assessment				
All teaching staff are clear on EAC Dyslexia Guidelines and their role in the process.	Completed at Bronze Level			
The school can access advice and support on assessment and intervention from EA Educational Psychologists/EAST.	Completed at Bronze Level			
External Assessments from professionals such as Chartered Educational Psychologists are valued and may be used to contribute information to the child's profile.	Completed at Bronze Level			
Schools have procedures in place to assess and track Literacy skills at all stages.	Completed at Silver Level			

Assessment is an integral part of the ongoing process of identification, intervention and evaluation of progress for all children and adjustments are made to support provision when necessary.	Completed at Silver Level			
Dyslexia friendly good practice is in place when marking everyday assessments.	Completed at Silver Level			
<p>Assessment relates to Literacy attainment and in addition:</p> <ul style="list-style-type: none"> • Early development • Educational history and experience • Learning style and strengths • Child's perspectives on learning. 				
Schools have procedures in place to measure the impact of Dyslexia Friendly practice.				
Area 4 Dyslexia Friendly Classroom				
All teachers implement a range of DFS strategies.	Completed at Bronze Level			
Classrooms are well organised with easily accessible dyslexia aids available (e.g. Coats Box).	Completed at Bronze Level			
There is appropriate access to individual resources specified in child's action plan or ILP.	Completed at Bronze Level			
Peer support is well organised and innovative.	Completed at Silver Level			
Learning is differentiated appropriately and a range of learning methods encouraged.	Completed at Silver Level			
All children are "dyslexia aware" appropriate to their age and stage.	Completed at Silver Level			

Teachers are regularly utilising multi sensory learning approaches to ensure they are meeting the needs of all children.				
Children who may be dyslexic are motivated to learn and evaluate their progress.				
Teachers are “noticing and adjusting” effectively to meet the needs of all children.				
Pupils are encouraged to record written work in a range of formats whenever possible e.g. bullets, story boards, flowcharts, oral recordings etc.				
Area 5 Pupil Perspective				
All children are given information about dyslexia appropriate to their age and level of understanding.	Completed at Bronze Level			
Children are encouraged to identify their strengths and needs, and become independent learners.	Completed at Silver Level			
Support is provided to ensure that feelings of learning failure, frustration and anxiety are acknowledged and addressed.	Completed at Silver Level			
Children’s views are respected and considered, particularly in relation to : <ul style="list-style-type: none"> • Learning resources • Seating • Learning groups (care is taken to ensure that cognitive ability is taken into account) • How adult support is used. 	Completed at Silver Level			

Pupils have opportunities to develop life skills e.g. solution orientated problem solving, stress management, emotional literacy, etc				
Area 6 CPD				
The school has a systematic and supportive policy on dyslexia CPD for all school staff.	Completed at Bronze Level			
All teaching and support staff have attended at least a basic dyslexia awareness rising session in the last 3 years.	Completed at Bronze Level			
A record is kept of all staff training and audit of training needs.	Completed at Bronze Level			
Staff are encouraged to network and share DFS good practice through learning partnership initiatives and DFS key staff meetings.	Completed at Silver Level			
Arrangements are in place for absent staff to catch up on missed CPD opportunities e.g. a rolling programme.	Completed at Silver Level			
Action research projects which pilot DFS good practice are encouraged and supported.				
A system is in place for the reviewing and updating of in-service development in response to changing need and new initiatives.				
Area 7 Planning at Primary – Secondary Transition				
Children have information about the range of supports and strategies (including ICT) available in Secondary School, and how to access them.	Completed at Bronze Level			
Children are consulted about sharing information about their dyslexia with new peers.	Completed at Bronze Level			

P7 Pupils who will access dyslexia supports at Secondary are supported to access the Dyslexia Scotland Transition Pack.	Completed at Bronze Level			
Children are clear what information is being passed on to Secondary subject teachers.	Completed at Silver Level			
Pupils who will access dyslexia supports at Secondary school are offered the chance to attend a P7 Dyslexia Transition Group or Workshop.				
Area 8 Partnership with parents / carers				
All parents / carers are made aware of the DFS guidelines process and EA guidelines on Dyslexia Assessment and Intervention.	Completed at Bronze Level			
Parents / carers are given clear written early notice of any school concerns on literacy progress.	Completed at Bronze Level			
Parents / carers concerns are respected and acknowledged.	Completed at Bronze Level			
There is a system in place for informal regular sharing of information about progress, supports in place, and targets.	Completed at Bronze Level			
Information from parents / carers contributes to the child's profile.	Completed at Silver Level			
Workshops are available for parents / carers on supporting children with dyslexia.				

EAC- Dyslexia Friendly Schools
Initial Staff Audit of Current Practice

Statement	Examples			
		Yes	Partially	No
The school community has a consistent, inclusive and positive approach to dyslexia.				
The school has a written school policy on dyslexia which is available to all staff.				
There are clear systems in place for screening, tracking and recording attainments in literacy of all pupils throughout their education.				
The dyslexia assessment process is ongoing and focused on the identification of barriers within the learning environment, target setting and review.				
All staff know the indicators of dyslexia and are confident that they are meeting the needs of dyslexic pupils.				
Literacy “check ups” (e.g. phonics / spelling skills) are used regularly with the whole class by class teachers to monitor progress and reveal unexpected difficulties.				
All classrooms are dyslexia friendly.	seating, lighting and position of resources, key words and clearly labelled resources, Information on non white paper where relevant.			
A range of teaching and learning styles is used in order to remove all barriers to learning and participation.	E.g. Multi sensory teaching and learning opportunities.			
Dyslexia friendly good practice is in place for marking pupils’ work.	Pupils are assessed on the basis of knowledge rather than poor spelling.			
Dyslexia friendly good practice is in place for setting homework.	Appropriate and relevant. Provided on separate sheets, scribed into homework diary.			

Peer support and co-operative mixed ability learning and encouraged.				
Most pupils are dyslexia aware and have a positive attitude toward it.				
Pupils are fully involved in the identification and assessment process.				
Pupils are encouraged to identify their own learning needs and become independent learners.				
Feelings of failure and frustration and addressed positively by class teachers.				
Parents /carers are fully involved in the identification, assessment, action and review process.				

View of pupils with dyslexia on what teachers do to help:

- Encourage us to ask our peers for help and support
- Are patient with our mistakes and help us with a smile
- Have high expectations
- Colour code equipment
- Provide alternatives to copying
- Keep instructions short and be prepared to explain things many times
- Show us as well as tell us, use pictures and structured materials (multi sensory learning)
- Are enthusiastic about their teaching
- Correct only spellings that we have been taught
- Give us confidence and self-esteem

If they don't learn the way we teach, we must teach them the way they learn"

Neil Mackay, 200

Further Information

Dyslexia Scotland Packs

Removing Dyslexia as a Barrier to Achievement by Neil Mackay

Dyslexia Pocketbook by Julie Bennett

How to be a dyslexic friendly school by Neil Mackay

100 ideas for supporting dyslexia in the classroom by Gavin Reid

www.bdadyslexia.org.uk/files/dfs_pack_English.pdf

www.starfall.com

www.senteacher.org

www.lovereadng4kids.co.uk/genre/dys/Dyslexia-friendly.html

www.classroom-assistant.net/resources.html

www.smartkids.co.uk

www.dyslexia-teacher.co.uk

www.dyslexiatransition.org

www.dyslexiascotland.org.uk

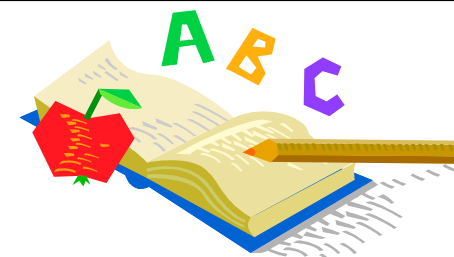
*Dyslexia Friendly Schools Support Pack
Version 1 (June 2013)*



E.A.S.T

East Ayrshire Support Team

Dyslexia Friendly Schools



*"Being an effective school
and becoming dyslexia friendly
seem to be two sides of the same coin"*

Neil Mackay, 2001

What is DFS?

One of the basic principles of becoming a Dyslexia Friendly School is the expectation that teachers take immediate action when faced with literacy needs, rather than refer for assessment and wait for a 'label'.

Key components of a DFS school

- Whole school responsibility for supporting children with dyslexia
- A positive ethos towards dyslexia is evident throughout the school
- Staff are able to identify and respond to the unexpected difficulties that a dyslexic learner may encounter and make best use of their tracking systems and the data available to them through Assessment is for Learning
- The focus is on the premise of early identification and intervention
- There is a zero tolerance of failure and staff take action when targets are not met
- Individual differences in learning styles are recognised and harnessed
- A steering group with input from pupils and staff is in place
- Parents / carers are invited to be active partners in developing the DFS and are kept informed of the initiative.

DFS Pilot Information

The East Ayrshire DFS model is adapted from the British Dyslexia Association's Quality Mark for Dyslexia Friendly Schools and the South Ayrshire DFS model. It is a set of three criteria scales (Bronze, Silver and Gold) looking at key Self Evaluation indicators.

During sessions 2012-2014, 4 primary schools from the Stewarton Learning Community are taking part in a pilot to introduce the DFS model into their establishments. Throughout 2012-2013 two designated DFS members of staff will attend training and discussion sessions with EAST to raise their awareness of dyslexia and support the development of the model. Following which, individual establishments will begin their journey to becoming a DFS.

Dyslexia Friendly Schools good practice is in fact good practice for all.

Research suggests that 30% of pupils at risk of literacy failure can be reduced to 3% with effective DFS classroom practice.

*Dyslexia Friendly Schools Support Pack
Version 1 (June 2013)*

What does becoming a Dyslexia Friendly School involve?

In East Ayrshire each DFS completes a process of self-evaluation which involves completion of Self Evaluation indicators. There are eight areas for development:

- Whole school commitment to DFS
- Early identification and intervention
- Assessment
- Dyslexia Friendly Classroom
- Pupil perspectives
- CPD
- Planning at primary—secondary
- Transition
- Partnership with parents / carers

Schools will also be expected to have?

- A written Dyslexia Policy
- Clear guidelines on marking
- Clear guidelines on homework
- Tracking of literacy skills

School X's Journey to becoming a Dyslexia Friendly School

Whole School

1. 'I am dyslexic' pupil presentation to the school during assembly
2. School Displays celebrating famous dyslexics
3. Teaching / non-teaching staff in-service
4. Resources for whole staff use
5. Primary/Secondary transition meeting and visits
6. Consideration of AiFL and ACE
7. School Policies
 - a. Inclusion
 - b. Headstart, Music Therapy, Mini-fit programme and Music Elective.

In Class

1. CPD offered to all staff
2. Guidelines on meeting the needs of the dyslexia pupil issued to staff
3. *SFL folder in each class*
4. Good classroom practice encouraged
 - a. Consideration of seat position
 - b. Consideration of learning and teaching styles
5. Brain Gym
6. Use of CA to support pupils
7. Use of ICT
 - a. Co-Writer and Clicker 4 for writing
 - b. Alpha Smarts
 - c. Interactive whiteboards
 - d. Stories on I-pod , MP3 players and CD
 - e. Use of whole class / personalised TOOLKITS

Specific Dyslexia Support

- *Information pack distributed to parents / carers*
- Regular reading and scribing
- Multi – sensory spelling groups
- Multi-sensory phonics groups
- Multisensory daily programme and homework
 - Phonics
 - Spelling
 - Cursive handwriting
 - Beat dyslexia
 - Toe by Toe
 - Nessy Computer program
 - Rainbow Reading

School Y's Step by Step Journey to becoming a Dyslexia Friendly School

- Audit
- Develop Action Plan
- Staff audit of CPD
- DFS pupil group set up- 2 reps from each class from P4-7 Notice board set up in corridor
- Staff meeting- Information on DFS and Dyslexia Assessment Toolkit
- Information sent out to parents / carers including a comment box to return
- DFS pupil group research famous dyslexia and identify strengths of dyslexics (Display on notice board)
- DFS pupil group write to famous dyslexics
- DFS group assembly "What is Dyslexia and DFS School?"
- DFS logo competition
- Strategy meeting with HT to discuss Action Plan
- DFS group make visual signs for school in approved DFS font
- Staff Development meeting –online introduction to Assessing Dyslexia Toolkit
- DFS group research resources for class boxes
- DFS resources purchase and boxes made up
- Pupil multi stage workshop (P4-7) (You Tube clips of Kara Tointon/ Jackie Stewart, opportunities to try out resources, listening posts DFS books
- Workshop questionnaires completed, collated and displayed on notice board
- Mini workshop for P1-3
- DFS presentation to Parent Council

- DFS boxes distributed to each class. Teachers encouraged to let pupils use items they find helpful
- New resources bought to support identified pupils (Word Wasp, Toe by Toe Stairway to Spelling) and daily classroom assistant programmes set up
- DFS bear introduced and name chosen
- DFS group regularly visit classes with DFS bear to ask how DFS box is being used and which are favoured resources and also check resources are all in box
- DFS current practice checklist and strategy list given to staff to tick off any they already do and identify 2 more to try and agree on DFS school font
- DFS group discuss idea for strategy of the month for staff to “try out”
- Strategies agreed and implemented
- Strategies evaluated each month
- Dyslexia policy written
- Pupil/ Parent/Carer friendly policy written

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The Dyslexia Friendly Classroom

General classroom organisation

The working environment can be the 'make or break' for a dyslexic child. They may be having difficulties with listening, hearing, looking, sitting still, concentrating, writing and finding things they need. If their class environment works against them, no matter how hard they try, they will not succeed. Here are some ideas to help create a Dyslexia Friendly Environment.

Ensure that the classroom has a positive ethos in which making mistakes is acceptable.

All pupils have an awareness of dyslexia appropriate to their age and stage and know why dyslexic pupils need extra help, resources etc

Give child a "Dyslexia support / passport" card to indicate the issue to supply teachers to ensure their needs are known

Arrange the room so that children experiencing literacy difficulties can sit

- near the front / near the board
- where they can hear and see you
- where you can make eye contact and provide support quickly
- with well motivated children (away from chatty children who may distract them) or with a study buddy who they are encouraged to ask for help.

Try to limit movement in the room and keep quiet during work times. A carpeted classroom can help stop echo and ear defenders could be used for individuals.

Have a quiet corner in every classroom.

Ensure that equipment is clearly marked with a dyslexia friendly font and easy to access.

Other classroom ideas include:

- Visual prompts/ keywords are displayed clearly around the room/ school
- Make expectations high for intellectual stimulation but reasonable for written responses.
- Allow pupils time to process information and for tasks that involve reading and writing
- Practice and over learning are vital for success.
- Modify teaching materials, control readability, print and presentation i.e. correct font used for labels and worksheets.
- Modify homework format and expectations. (See DFS Homework ideas)

Organisational Skills

- Make use of visual timetables, both to map the day for the class and individual timetables on desks for some pupils
- Homework diaries/ schedules
- Think about how pupils organise their own work and make it as easy as possible for them to keep their belongings tidy e.g. have different colours for each curricular area to store work in or make loose sheets into booklets where possible
- Regularly award points for tidy trays, desk - tops, etc to the whole class



**Suggested activities to develop
PHONOLOGICAL AWARENESS
(Michelle Derby & Helen McGraw)**

Rhyme

Exposure & Responding

Nursery rhymes

Action songs

Poems

Rhyming stories (e.g. The Cat in the Hat, Dr Seuss)

Big books and tapes –

In all tasks encourage response to rhymes/songs, e.g clapping, stamping, patting knees and predicting rhyming words in poems/stories/songs as they are read or sung to pupils.

Rhyme Detection

“Slug in a jug” (Orchard games)

Sound discrimination – make/play two sounds, are they the same? E.g. bell/horn ringing, animal sounds, clapping patterns.

Rhyme Corner – collect rhyming objects/pictures.

Odd One Out (e.g. hat, cat, log) activities/games.

Rhyming bingo.

Rhyming Pairs game.

Spot the Mistake (e.g. Humpty Dumpty sat on a wall, Humpty Dumpty had a great nap).

Identifying rhyming words in poems/stories/songs

Rhyme Production

Rhymes, poems, rhyming stories with missing words – pupils predict.

‘I’m thinking of a word that rhymes with ‘

Syllables

Names / topic words – tapping, finger counting, clapping, beating a drum or tambour (small group or circle time).

Rhythm – patting knees, stamping feet, clapping hands inc. ‘pat-a-cake’ – in time to songs/poems/ music.

Listening Skills**General**

Simon Says

Musical Statues etc (Scottish country dance music, in particular, helps to develop a sense of rhythm with its very specific beat).

Listen & Echo (clapping, tapping, etc)

Memory games, e.g. ‘My aunt went shopping and she bought’

Matching sounds to pictures (e.g. environment – weather, school sounds, and transport or musical instruments).

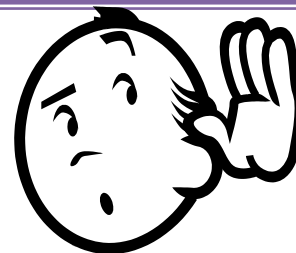
Auditory direction tasks e.g. photocopied picture of teddy ---- put your finger on teddy’s nose, colour the nose black, etc.

Singing games

Listen & Copy, e.g. finger clicking/clapping/tapping patterns, short sequence of body movements - 1 jump & 1 head pat, etc.

Follow My Leader

‘Sticky Kids’ activity tapes.

**Auditory Discrimination**

Matching sounds to pictures.

Name That Tune (Jack & Jill, Twinkle Twinkle)

‘Who’s Talking?’ - 1 pupil out of sight & talking/singing, others guess who).

‘Same or Different?’ - present 2 words & ask pupils to tell if they are the same or different)

Letter Sounds

'I Spy' - initial, middle or final sounds; can use real objects or pictures.

Feely Bag (child to supply initial sound)

Alphabet Rainbow using picture cards (e.g. Active Literacy Kit), *always with an emphasis on **pure** sounds, i.e. 'l' not 'lih or luh'.*

'Same or Different?' as outlined previously but this time with emphasis on easily confused sounds **mit/nit**, **chair/share**, **tack/tag**.

Alphabet Bingo.

Alphabet Snap.

Alliteration

Circle-type games, e.g. 'I went to market and I bought.....' 'I went to the zoo and I saw.....'

Tongue-twisters.

Create alliterative alphabet books, e.g. silly names – 'Angry Alfie', extend to whole sentences

Make up silly sentences.

Identifying alliteration – pupils to identify from picture cards or objects; present 2 words, pupils to identify alliterative words – this could be done in pairs, with the 'asking' pupil supported by pictures which are hidden from the responding pupil.

RESOURCES

- Range of pictures cards (types/sizes/colours).
- Finger and hand puppets.
- Black boards, white boards, magnetic boards.
- Variety of pens, pencils, chalk, felts, crayons, highlighters and grips.
- Range of paper.
- Fans (single sounds/blends)
- Range of lower case (& upper case) letters – colours, sizes, textures, e.g. wooden letters, foam letters, sandpaper letters.
- Flip-books for onset-rime.
- Jigsaw words – dependent on need, can be split in range of ways, e.g. onset-rime, single sounds and could be colour-coded to denote 'beginning/middle/end'.
- Plasticine, play-doh, play gel.
- Rhyme cards – to help match/identify pairs or odd one out.
- Feely bags – with range of contents to support initial sounds work, medial vowel sounds or alliteration.
- Wide variety and types of books – story, rhyme, picture, poetry.
- Set of wooden/unmarked letters & blindfold – to support range of 'letter sounds' activities, including vowel sounds activities.
- Alphabet books & cards for letter/sound correspondence (with & without pictures).



Top Tips for Reading

Phonics

Have a well structured phonic / spelling programme.

Supplement class programme with a well structured consolidation programme e.g. Toe by Toe, PAT, Star Track, Phonic Code Cracker, Active Literacy Kit, and Units of Sound.

Make use of ICT software to consolidate phonic work e.g. Nessy, Word Shark, Lexia, Education City.

Recognising words forms a crucial part of learning to read. Irregular words need 'whole word' learning and there are a number of dyslexia friendly techniques that can be used. These include:

Flashcards which are linked in some way, for instance:

- opposites like 'big' and 'little'
- words that have the same beginning, like 'has', 'had', 'have'
- words that have the same ending, like 'me', 'we', 'be' or 'he'

Presenting new words in small batches of no more than six at a time, preferably with similar structures.

Teach new words using different colours for each syllable or prominent parts, highlighting colours and images to help remember information.

Make use of Multi Sensory approaches e.g. fast writing, rainbow writing, plasticine boards, lotto games, sand writing, water bottles in the playground to "write" words on the ground, visual prompts with words.

Reading Texts

Make sure the pupil reads to someone every day - reading mentor, peer partner, family member – and make sure they know how to support and encourage.

Encourage “belonging” to a reading group for discussion - even if an individual programme is followed also.

Accept that the pace of reading will be slower and allow extra time for this.

Use “Reading Windows” which block off text above and below the targeted reading line.

Match reading resources to an individual’s reading ability, ensuring it is age appropriate by using mis - cue analysis.

Ensure child is comfortable reading aloud – unless planned/prepared in advance

Provide tinted filters/overlays or reading markers if appropriate.

Encourage the use of books in audio/digital format to support individual access to texts.

Discuss topic/text beforehand to help pupils predict less familiar words.

Teach key vocabulary for new topics – use flash cards, word mats, posters/word walls.

Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence.



Comprehension

Think about how you want pupils to present their answers to comprehension questions.

Encourage pupils to retell / summarise a text orally in pairs/ groups.

Highlight the main points in text to support comprehension, prediction and recall.

Make use of text to speech software aids for example '**Word Talk**', **PDF reader**, **Ivona** where the focus is on comprehension, to remove the barrier of reading a text and/or questions. These software programmes are free to download and can be a very effective way to remove the reading barrier, particularly when researching online.

Good practice

Make use of Multi sensory approaches to help with comprehension of a passage

1. Paired Reading

Encourage pupils to pair read a passage. It can be useful to have pupils read aloud together as one voice. This can help improve fluency and accuracy. It can also increase confidence as it is not as obvious when a child makes a mistake.

2. Identify main themes/issues

Using different colours of highlighters identify e.g. when, where characters and main events through discussion.

3. Transfer points onto post it notes

By transferring information onto post it notes the children are repeating the information gathering from point 2 and in turn an over learning opportunity is created.

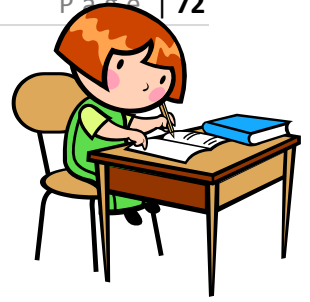
4. Categorize this information in a chart

Over learning again!!!

Take a blank sheet of paper and write the four headings along the top. Place the post it notes under the appropriate heading. Lots of discussion may take place about the appropriate heading thus creating discussion opportunities and helping to “lock in the learning “. Also there will be no crossing/ scoring out as the post it notes can physically be moved. This is a good example of a kinaesthetic learning opportunity as the pupils are moving information around.

5. Transfer this into a mind map

Top Tips for Writing



- 1.Dictionary work/ make use of ACE dictionaries (Aurally Coded English) to allow for easier location of words.
- 2.Alternatives to copying from the board are available (e.g. close copy, Cloze passage, provide handouts).
- 3.If you have to use copying, teach proper copying skills for spelling i.e. breaking the word into 'chunks' of two or three letters at a time and naming the letters as they are written. Also try using blutac on a ruler to keep the place.
- 4.Limit writing demands and give plenty of time to complete written work.
- 5.When writing is required scaffolding is provided (**writing frames, planning sheets, useful vocabulary, paragraph starters**). - Make up a **personal word book** or have a word mat sellotaped to the desk for those difficult to remember words.
- 6.Mark written work on content, don't correct all spelling errors. Praise the content of the text rather than criticise the standard of the script.
- 7.Alternative ways of recording are encouraged (Mind maps/ Dictaphone, ICT, scribing, co-writer) - Ensure that keyboard skills are taught - encourage the use of a computer.
- 8.Encourage peer planning and discussion.
- 9.Accept oral responses where possible - Check children's learning by requesting non-written responses - draw, act out, sing, dictate answers.
- 10.If coordination is a problem, provide activities which allow the child to practise fine motor control, e.g. patterns with lines, curves, zigzag etc in a variety of mediums, (pens, paints, felt-tips, crayons, finger-paints etc.) Fine motor development can be encouraged at early stages by the use of lacing cards,

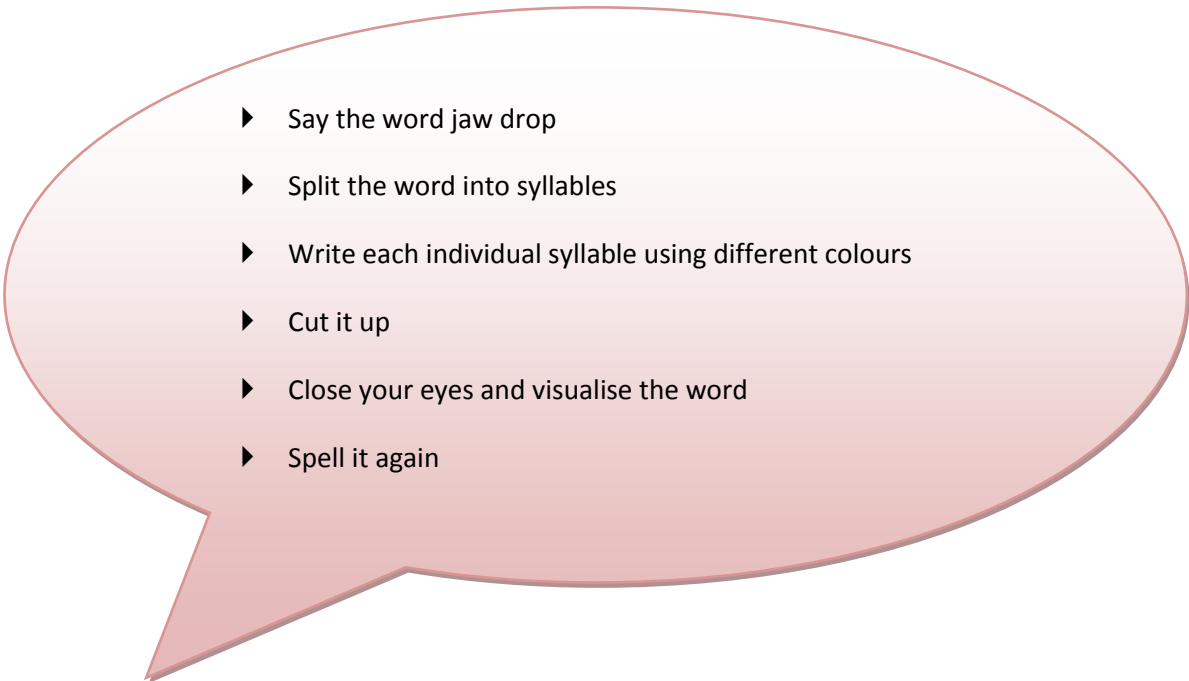
bead threading activities, peg boards, picking up rice etc. Activities can also be incorporated in P.E. lessons, e.g. bouncing, throwing, catching balls, balancing, finger stretching and relaxation.

11. Use pencil grips to improve control of pencil. Try using white boards, chunkier pens / pencils or rubber grips
12. Offer a choice of paper size, shape, colour, lined/unlined and range of media. Use highlighted lined paper to help with handwriting.

Top tips for spelling

Good spellers will literally read the word from a mental picture. This is why visual learners become competent readers, they look at the shape of the words, not the individual letters, to help them read and understand more quickly. This is where LSCWAC is a good approach. However, what approach can we use for those pupils who experience difficulties with spelling?

Neil Mackay suggests this approach:

- 
- ▶ Say the word jaw drop
 - ▶ Split the word into syllables
 - ▶ Write each individual syllable using different colours
 - ▶ Cut it up
 - ▶ Close your eyes and visualise the word
 - ▶ Spell it again

1. Discourage “safe spelling” which makes for dull writing. Write what you can and guess the rest – check it later. Put a ring round if you’re not sure.
2. Use ICT games to reinforce spelling e.g. Word Shark.
3. Encourage pupils to develop and use their own cues to remember words then phase them out (e.g. pair of spectacles over the oo in look).
4. Make use of mnemonics and have these displayed on walls.

5. Make use of multi sensory approaches to reinforce spelling... water bottles in playground, rhymes , sand trays, magnetic letters, throwing a ball as you spell
6. Avoid spelling homework involving copying words and sentences – unless the child really feels it helps or doesn't want to look different. Try to involve children in multi sensory tasks.
7. Have a range of visual prompts around the room and provide word mats/ pyramids on tables (VCOP).
8. Spelling words are best learned in word families. Try using a word builder tessellation grid as a scaffold for this.
9. Use an ACE dictionary to allow for easier location of words and /or encourage use of spellchecker (**Franklin Spellmaster**).
10. Try marking errors in a different way rather than using a cross. You could try putting a green dot next to the word that is incorrect. The correct spelling can be put in the margin. The pupil could then transfer this into his word bank.

For additional ideas and resources for games to use when teaching and consolidating spelling rules see the following resources:

Anne Neil: Resources to enhance the teaching of reading and writing.

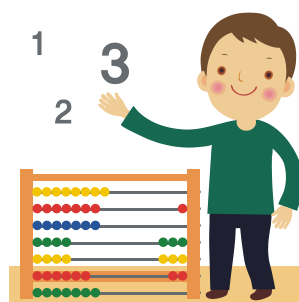
Highland Literacy Project: strategies for the teaching of spelling

Battlefield primary on GLOW



Top 10 Numeracy Tips

1. Build in some success every day.
2. Talk to the pupil – what does s/he think helps.
3. Don't hold the child back because of poor reading, copying and calculating skills – provide opportunities for them to demonstrate their maths skills.
Many text books are available as PDF files so make use of ICT text reading programmes e.g. PDF aloud to remove the barrier of reading textbooks.
4. Provide worksheets for answers only tasks as opposed to copying out many sums.
5. Link new concepts clearly to existing ones.
6. Use wall charts to reinforce the symbols and language for the basic calculations and processes.
7. Times square's on the wall (Don't expect pupils to learn tables).
8. Put key words and symbols on an index card and stick inside maths jotter.
Associate symbols with colours.
9. Many dyslexics are good at higher - level maths but struggle with the arithmetic side of things - using a calculator can help bridge that gap.
10. Making use of concrete materials often aids understanding - even in algebra!



Boardwork



- Ensure pupils are facing the board and think about putting child who struggles with board work near the front.
- Use the board for reminders, but not large pieces of work.
- Allow plenty of time for children to read from the board.
- If the board must be used, giving photocopied transcript to pupils who experience difficulties when copying will give them a better chance of succeeding.
- Never keep a child back at break time to finish copying from the board.
- Writing should be large, clear and well spaced.
- Set the Smart board background on a colour – beige and blue are good suggestions.
- Shade white boards to eliminate glare/reflections.

Use coloured markers for board work.

The board could be divided into sections using different colours to ease place finding.

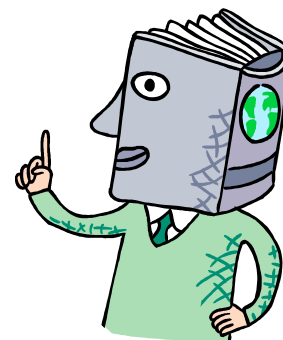
Different colour of text for each line.

Bullet points instead of prose.

Number or mark the start and end of each line/topic clearly.

Oral work / Instructions

- Make sure you have pupil's attention before you start
- Keep instructions short, simple and one at a time.
- Pitch them to the pupil's understanding, not yours!
- List instructions in the order they have to be done
- Consider giving instructions one at a time, then when completed give the next step.
- When giving instructions, after explaining in detail what is required, hold up a finger for each instruction and summarise e.g. ...so that's 5 things you have to do - First.... etc
- Ask children to repeat instructions or questions to ensure understanding (also give written instructions or visual cues to support verbal instructions if appropriate).
- Give children 'thinking time' to process information and respond appropriately.



(Good Practice: make a bullet point list, cut into strips, or folded like a fan to reveal a bit at a time.)

Using individual whiteboards is useful as the child can write down instructions and refer back to them.

Memory



Give practice of sequencing oral information e.g. months of the year, days of the week, alphabet and use music to provide a rhythm.

Play games to encourage recall of information e.g.: Kim's game, I went shopping, The minister's cat.

Memorising poems / rhymes to establish using rhythm and rhymes to aid memory (Burns, Nursery Rhymes).

Use multi-sensory teaching approaches to ensure that information is absorbed and stored.

Remember learning has to be repeated around twenty times, doing this in as many ways as possible aids retention, understanding and acquisition.

Brain Gym activities.

Use visual cues to help with recall- e.g. try to make an association that the child can relate to and use when trying to remember.

Make use of role-playing to help embed concepts in all areas of the curriculum.

Other Curricular Areas

- Introduce the “whole picture” before the PARTS within it.
- Make clear explicit links from particular examples to the general overall idea.
- Ascertain what topics, tasks and activities interest the child.
- Use boxes, drawings or colour to split up large areas of text to reduce organisational difficulties.
- Support text with other visual cues, e.g. graphics, diagrams, charts etc.
- Make sure comprehension questions are close to the information text rather than at the end of the worksheet, or even worse, on the back.
- Instead of having a large number of questions at the end of the worksheet, have an area of text, followed by a few questions, then another area of text followed by a few questions, etc.
- Select text size that is appropriate - larger is usually better.
- Use boxes for text to separate ideas within the text, e.g. instructions in one box, explanations in another.
- Make sure that worksheets support the competency of the reader, i.e. that they can read 90% of a sample of the text without direct support.
- Select books and other visual and concrete resources which support the topic you are discussing.
- Use visual cues to help identify parts of text to be read, e.g. “next to the picture of the cloud”, “or near the picture of the Pharaoh”, or “look half-way down the page”, etc.
- Pre-read text with either the whole class or in groups and allow peer discussion among the children prior to individual work.
- Put word banks at the bottom of the worksheets for children with dyslexia as well as for any other children you think this would benefit.
- Use differentiated cloze-procedure sheets and sentence sheets to minimise writing.

- Include games and activity-based sessions to reinforce children's learning.
- Allow for practical experiences as far as possible. e.g. experiments. Promote active manipulation.
- Don't expect pupils to remember without extra reinforcement or secure framework.
- Consider the need for frequent breaks when working on demanding tasks.
- Monitor the child's social interaction - ascertain when the child's best work is accomplished... alone, in pairs, in a small group?

ICT

ICT can be a valuable tool to help pupils experiencing difficulties with literacy skills. There is a wide range of software, including free online downloads which will remove the barrier of reading / writing as well as provide fun consolidation activities.

The following are currently (2012) the most recommended resources

Writing

Write outloud– V 6	Don Johnstone
Co-writer	Don Johnstone
Dragon naturally speaking	www.e-voice.co.uk
I can write	www.icanwriteonline.com
Kidspiration	www.inspiration.com
Inspiration	www.inspiration.com
Texthelp Read and Write Gold	www.texthelp.com
Clicker v6	Crick software
Wordbar V2	Crick software
Penfriend XP3	http://www.penfriend.biz

Software to support reading

Readable V2	www.inclusive.co.uk
Cloze Pro	Crick software
Textthing plus	http://ebookbrowse.com
Books 4 All	www.books4all.org
Text Detectives	Sherston

Text to Speech software which will read back text / sections including on line

IVONA www.ivona.com

PDF Aloud

Word Talk (Free download) www.wordtalk.org.uk

Siri on iPods and iPads is a good speech to text resource

Spelling/ Phonics

Wordshark v4	www.wordshark.co.uk
Nessy Learning Programme v2	Nessy
Nessy Games player	Nessy
Lexia	Lexia Learning
Units of Sound	www.Units of Sound.net
Simon Spells	Don Johnstone
Simon Sounds it out	Don Johnstone
Starspell	REM
Super Spell	REM
Successmaker	Pearson Digital Learning
Phonic Codecracker	Jordanhill
Lexion	www.inclusive.co.uk
Clicker phonics	Crick Software

Spell checkers

Franklin literacy wordbank LWB 1216
Franklin DMQ -1870 Speaking Dictionary

Keyboard skills

Nessy Fingers
Typing Instructor

Nessy
lansyst

BBC Dance mat

www.bbc.co.uk/schools/typing

Sponge Bob typing tutor

The Learning Company

Easy Type

Easy Learn

Type to Learn

REM

Touch type

www.inclusive.co.uk

Memory Skills

Memory Booster

<http://www.lucid-research.com>

Mastering Memory

lansyst

www.junglememory.com

The CALL Centre provides information about a wide range of free software and ICT to aid reading and writing skills.

www.callscotland.org.uk/



Learning styles and how to use them

The outside world is perceived by our brain through all of our five senses, but we also have a preference for how we recreate and make sense of that information. For some individuals it will be a **visual** preference, for others **auditory** and for others **kinaesthetic**. To learn effectively we need to have information presented to us in a way that matches our preference.




Everybody has an individual learning style. Dyslexic people process information, particularly the written word, slower than other people.

Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling dyslexic children to learn effectively in the classroom. (Neil Mackay)

If you have a **visual** preference then you will find it easy to build up mental pictures. You readily 'see' yourself operating in different contexts. You'll see images associated with words or feelings and they will affirm your understanding of new information only when you see it happen or see it written or described visually. When spelling you may 'see' the word as you are about to write it out. '*I see what you mean*'.

If you have an **auditory** preference, it is expressed through a preference for internal dialogue and through language generally. You may 'hear' the word spelled out before writing it. In anticipating a new situation, you may have a mental rehearsal of what will be said to you. '*I hear what you're saying*'.

With a **kinaesthetic** preference you will often use strong emotional attachments. In spelling a word you may feel yourself writing it letter by letter beforehand or it may simply feel right. '*Let's have a go*'.

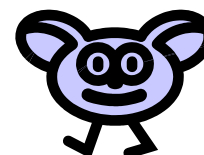
<p>Visual</p> 	<ul style="list-style-type: none"> ● The use of yourself and your body movements ● Utilizing the visual display opportunities above eye level within the room ● Video, OHP, slides, flip chart, coloured board markers or chalk ● Lively and engaging textbooks ● Memory mapping, collage and visual note-taking tools ● Keywords displayed around the room
<p>Auditory</p> 	<ul style="list-style-type: none"> ● Paired and group discussion, group reviews ● Guest speakers ● Mini-debates ● Raps, rhyme, chants and verse, dramatic readings ● Tapes, sound-bites ● Mnemonics, onomatopoeia ● Music for energizing, relaxing, visualizing and review
<p>Kinaesthetic</p> 	<ul style="list-style-type: none"> ● Body sculpture, mime ● Gestures or movements learnt to demonstrate a concept ● Break-state activities ● Design and build activities ● Field trips and visits

Primarily Visual Learner

- Looks at what is being taught
- Into the language of the teacher
- Well organised, neatly kept work
- Visualises and constructs
- Good speller and reader
- Rule follower
- Observant
- Quieter
- Memorises by picture
- Would rather read than be read to
- Has trouble remembering verbal instructions
- Gives the teacher eye contact
- Benefits from the use of colour in learning



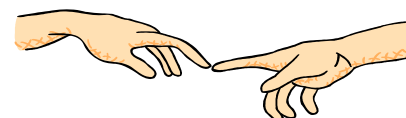
Primarily Auditory Learner



- Talks under breath and mutters
- Good mimic, can repeat word for word
- Remembers what has been said
- Easily distracted by noise
- Can 'tell' an essay better than write it
- Moves lips/says words when reading
- Likes music
- Learns by listening
- Often sits with head to one side – dominant ear turned to the teacher
- Cannot 'tune out' sounds very easily – irritated by someone talking when the teacher is talking.

Primarily Kinaesthetic Learner

- Moves out of seat a lot
- Reaches out or goes to teacher frequently
- Likes to read words with finger and touch the paper
- Likes to be 'part of' and learns by muscle memory
- Committed to comfort and movement
- Touches people and stands close
- Gestures a lot
- Responds physically
- Memorises by walking, seeing
- Needs to get their 'hands on the learning'



With thanks to the Glasgow Dyslexia Service for use of materials in this handout

Multi Sensory Learning

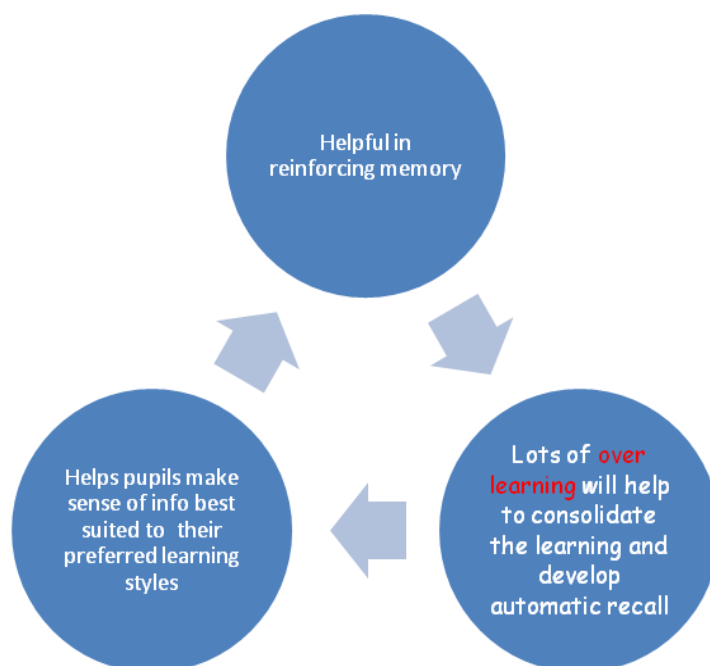
What is Multi Sensory learning?

The term Multi Sensory Learning is used to refer to any learning activity that combines two or more sensory strategies to take in or express information. The Department for Education and Skills (DfES) (2004) defines multi-sensory as: 'using visual, auditory and kinesthetic modalities, sometimes at the same time'.

It is a helpful approach as it reinforces memory by consolidating knowledge using a range of learning styles. In turn there are opportunities for lots of over learning which will help develop automatic recall. Multi sensory learning is also useful as by developing activities which require the use of two or more senses strategies as opposed to only one, all pupils make sense of info best suited to their preferred learning styles.

The idea that learning experienced through all the senses is helpful in reinforcing memory has a long history in pedagogy. From the earliest teaching guides (Montessori 1912), educators have embraced a range of multi-sensory techniques in order to make learning richer and more motivating for learners.

Teachers working with dyslexic learners have found multi-sensory approaches particularly valuable, as they help learners to make sense of information in a range of ways.



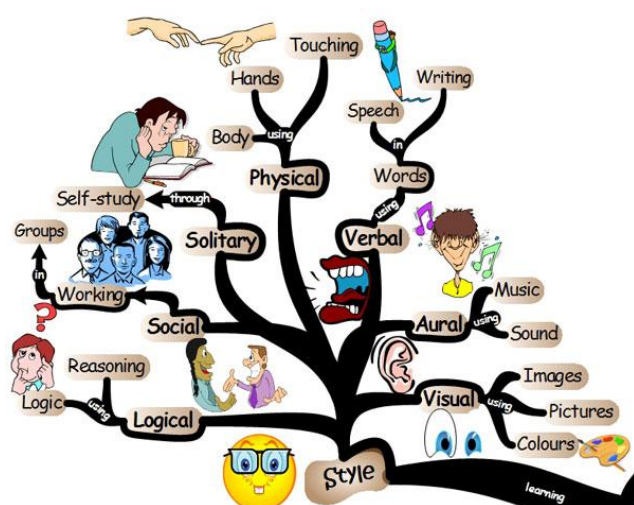
Multi-sensory approaches have been particularly valuable in literacy and language learning, for example, in relationships between sound and symbol, word recognition, and the use of tactile methods such as tracing on rough or soft surfaces.

Think back to how we teach letter sounds e.g. oral, visual and also using sand rough letters, shaving foam etc

Examples of activities to suit individual learning styles

Visual Activities

- Visualisation – ‘Can you imagine what it would look like?’
- Diagrams and posters
- Pictures /own illustrations
- Video clips / photo story/ moving image
- Mind Mapping
- Post - it notes
- Drawing or cartoon representations of information or instruction
- **Coloured** highlighters and pens
- **Visual** timetables and diaries
- b/d bed/ picture of bat ball, drum drumstick



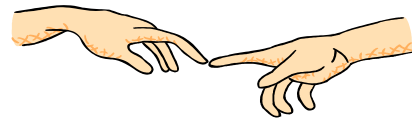
Auditory Activities

- Talking to themselves (Dictaphone) or to others
- Verbal summaries of key points
- Listening to others
- Explaining to another pupil



- Rhymes and jingles, Mnemonics, onomatopoeia
- Music, songs and raps
- Voice recording of homework & instructions
- **Auditory** imagination – ‘Imagine you can hear.... What would it sound like?’
- b/d (draw the dogs head , draw the dogs body then put on its tail)
- The ball goes down, the ball goes up, the ball goes round)

Kinesthetic Activities



- Note making whilst listening to information
- Gestures or movements learnt to demonstrate a concept (Jolly phonics)
- Moving positions, learning in different places other than at their desk
- Short physical breaks
- Hands-on activities (Design and build activities)
- Movement, dance and interactive games (e.g. get into groups for 3x4)
- Role play, models, experiments



10 Tips for Creating a MultiSensory Classroom

Writing homework assignments on the board.

Teachers can use different colours for each subject and notations if books will be needed. For example, use yellow for math homework, red for spelling and green for history, writing a "+" sign next to the subjects when pupils need books or other materials. The different colours allow pupils to know at a glance which subjects have homework and what books to bring home.

Use different colours to signify different parts of the classroom.

For example, use bright colours in the main area of the classroom to help motivate children and promote creativity.

Use shades of green, which help increase concentration and feelings of emotional well-being, in reading areas and computer stations.

Use music in the classroom.

Learn maths facts, spelling words or grammar rules to music, much as we use to teach children the alphabet.

Use soothing music during reading time or when students are required to work quietly at their desks.



Start with a picture or object.

Usually, pupils are asked to write a story and then illustrate it, write a report, and find pictures to go with it, or draw a picture to represent a maths problem. Instead, start with the picture or object. Ask pupils to write a story about a picture.

Make stories come to life.

Have pupils create sketches or puppet shows to act out a story the class is reading or main events of a topic.

Have students work in small groups to act out one part of the story for the class.

**Use different coloured paper.**

Instead of using plain white paper, copy hand-outs on different coloured paper to make the lesson more interesting. Use green paper one day, pink the next and yellow the day after.

**Encourage discussion.**

Break the class into small groups and have each group answer a different question about a story that was read. Or, have each group come up with a different ending to the story. Small groups offer each pupil a chance to participate in the discussion, including students with dyslexia or other literacy difficulties who may be reluctant to raise their hand or speak up during class discussion / activities.

Use different types of media to present lessons.

Incorporate different ways of teaching, like films, slide shows, over-head sheets, power-point presentations. Pass pictures around the classroom to allow students to touch and see the information up close. Making each lesson unique and interactive helps keep student's interest and helps them retain the information learned.

Create games to review material.

Create a version of e.g. Who Wants to be a Millionaire to help review facts in Maths, science or social studies. Making reviews fun and exciting will help students remember the information.

Use a range of approaches to teach spelling rules.

When working on new spelling rules create rotational activities e.g. plasticine, magnetic letters, fast /rainbow writing, where pupils will have to use at least 2 senses. This will ensure that all pupils learning styles are being addressed and create opportunities for over learning.

How to Make Documents and Worksheets Dyslexia Friendly

"Information is power" and is therefore key to empowering individuals to form a greater understanding of the world around them. The style in which this information is produced is key to facilitating comprehension for the reader. Presenting information in a format which makes it easily accessible is vital, if the information it contains is to be understood by everyone.

Every individual has a different perception of what they see and reading is no exception. The shape and size of words can appear different to each reader. People often talk about 'tuning in' to text and 'focusing' on what they are looking at. This describes concentrating on content as well as the simple decoding exercise that occurs when we read. For many people, reading becomes an automatic skill that requires little conscious effort. When decoding occurs unconsciously, the reader is able to concentrate on comprehension.

For some pupils experiencing difficulties with reading, decoding the words is not always an automatic or unconscious skill. They may have to concentrate harder to interpret text and remember what they have read.

Suggestions included are aimed at improving accessibility to information, thus allowing the dyslexic reader more time to comprehend the information.

Everyone is susceptible to eye strain and tiredness when working. When a person concentrates for a long period on a particular piece of text the words may go blurry, though this is only temporary. Dyslexic people frequently experience visual discomfort when reading. Some dyslexic people focus on the spaces rather than on the words. This is often described as seeing 'rivers' moving down the page. The words and text can appear to be moving around the page or wobbling

Anything that disturbs concentration, such as visual discomfort, makes the problem worse. With a few small alterations, however, it is possible to alleviate the pressures of visual discomfort.

Font Style

Fonts should be rounded, allow for space between letters, reflect ordinary cursive writing and be 'easy on the eye'.

- Look for a font that that are rounded, clear and have spaces between letters such as

Arial	Comic Sans	Verdana
Primary Infant Sassoon		

- Use a minimum of size 12pt or 14pt
- 1.5- 2 line spacing
- Where possible use lower case letters rather than capitals. Good spellers and readers will literally read the word from a mental picture that feels right

AND THIS IS WHY IT IS VERY DIFFICULT TO READ A SENTENCE THAT USES ONLY CAPITAL LETTERS - THE WORD SHAPES ARE LESS DISTINCT, AS NO LETTERS RISE ABOVE THE REST OR DROP BELOW THE LINE
- Larger text can give the reader the feel of moving swiftly through a page or a book

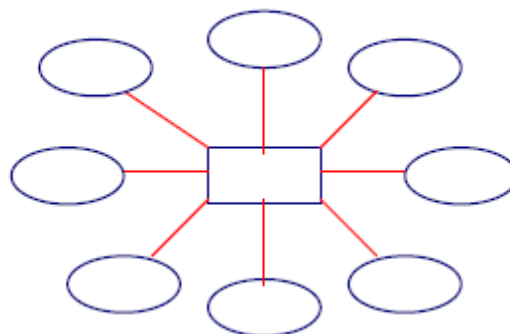
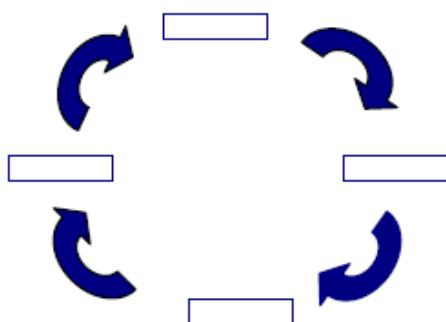
Paper

- Avoid light text on a dark background and dark text on a light back ground
- Use coloured paper instead of white. Cream or off-white provides a good alternative
- Matt paper is preferable to glossy paper, as this reduces glare

Presentation Style

- Limit lines to 60 to 70 characters. Lines that are too long or short can put strain on eyes
- Use wide margins and headings
- Use of boxes for emphasis or to highlight important text, can be effective
- Avoid dense blocks of text by using short paragraphs

- **Use bold to highlight.** Avoid italics, or underlining, which can make the words run together
- Keep lines left justified, with a ragged right edge
- Use bullets or numbers rather than continuous prose
- Colour code the text - information in one colour and text in another
- Use diagrams, pictures, flow charts to break up the text , demonstrate procedures and engage learners who are require visual prompts



The Elephant


Elephants come from Africa or India.
They are very large animals and they are

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The Coats Box

Coats Box - named after Marilyn Coats who came up with the idea and who has helped many dyslexic children in South Ayrshire

The box should look attractive - possibly decorated with pictures of famous dyslexics and should be kept tidy and attractive - it can be used by any children

Contents will depend on age, stage, range of children using the box, personal preferences etc.

Contents

- List of contents
- “Post its” in a selection of colours and sizes
- Wooden and magnetic letters
- Magnetic boards
- Pencil grips
- Easy grip pencils
- Fluorescent highlighters
- Reading frames
- Reading Rulers
- Reading windows
- ACE Spelling dictionary
- Spellchecker
- “Help” cards
- Sand timers
- LOOPCARDS (www.loopcards.net)
- Kooshie balls
- Wikki stix
- Ear plugs
- Ear defenders
- Laminated wipe clean prompts:
 - Days of the week
 - Months of the Year
 - Maths Symbols
 - Punctuation symbols
 - Number words
 - Number bonds
 - Number lines
 - Number square
 - Multiplication Square
 - Right / Left cues
 - B/D Cues
 - Overlay strips
 - Alphabet arc
 - Weather words & symbols
 - Adjective / noun grids
 - Subject key words

The Coats Box

Item	Company	Code	Price (£)	Details
wooden letters	The Dyslexia Shop	TA092	13.62	cursive
		TA091	14.10	upper case
		TA090	11.70	lower case
magnetic letters	Crossbow	FOAM1	8.99 ex VAT	foam cursive
rainbow arc	Crossbow	MAGR1	8.99 ex VAT	magnetic
magnetic boards	Crossbow	MAGN4	6.99 ex VAT	Tinted wipe-clean: aqua
pencil grips	Crossbow	PENC21	6.99 ex VAT	5 x Ultra
		PENC16	7.99 ex VAT	Combi pack: ultra, large ultra, crossguard ultra, stubbi, ridged, solo, large triangular
easy grip pencils	The Dyslexia Shop	ST079	10.99	Box of 12
reading rulers	Crossbow	EYD01	8.99 ex VAT	Pack of 10: aqua blue, yellow etc
cooler ruler reading ruler	The Dyslexia Shop	ST101	7.99	Normal ruler with slots
sand timers	Crossbow	TIM4	0.99 ex VAT	30 sec
		TIM2	0.99 ex VAT	1 min
		TIM3	1.29 ex VAT	2 min
		TIM5	1.29 ex VAT	3 min
		TIM6	3.49 ex VAT	5 min
ACE Spelling Dictionary	The Dyslexia Shop	BK005	12.99	4 th edition

Spellchecker	The Dyslexia Shop	EL058	17.98	Franklin SPQ-109 Collins
'Help' cards	The Dyslexia Shop		4.20	Wide variety e.g. Nessy Phonic Nuggets
			7.18	Alpha Practice Cards
wikki stix	Crossbow	WIKK1	4.39 ex VAT	Primary set: 48 sticks in 6 colours
coloured overlays	Crossbow	OVA32	23.99 ex VAT	10 A4 overlays: one of each colour
ear defenders	Hear for Life		14.99	6 months – 7 yrs
kooshie balls	Amazon		5.50	from 'Recreation Grp PLC'
			2.00	from 'Special Needs Toy'



*Dyslexia Friendly Schools Support Pack
Version 1 (June 2013)*

Visual planning is versatile.

It:

- can be used with all ages and at all stages of development
- is a useful tool for all learners but especially for students who have organisational, sequential or memory difficulties
- is useful in all subject areas; style of visual diagramming can be chosen to match the activity and personal preferences.

Visual planning has many advantages for the individual learner.

It:

- helps him/her organise thoughts, sequence ideas and events, to clarify his/her thinking;
- encourages active learning and therefore improves concentration;
- aids memory retention and recall, provides a ready reference, a revision aid;
- provides a means of ensuring that the structure and balance of an essay/project/report is appropriate and that all necessary content is included;
- encourages independence, organisation and creativity;
- offers flexibility; student doesn't have to worry about getting it right first time or having forgotten something;
- other aspects of IT can be incorporated, e.g. spellchecker, audio facilities, import of images, etc;
- choice of preferred font style/size, background colour, etc. can be used to personal advantage;
- end product emphasises clarity and is 'pleasing to the eye'.

Homework

Homework is a useful bridge between home and school and allows parents / carers an insight into the work of the class and the skills and abilities of

Like marking, each individual establishment will have their own policy but here are some ideals from **Dyslexia Scotland** on how to make homework Dyslexia Friendly

Setting Homework

- ✚ Homework should be set early in the day as pupils are likely to make mistakes if copying from the board in a rush
- ✚ Provide enough time for pupils to copy from the board or it might be better to provide homework instructions in the home/school diary or engage the assistance of a trusted “buddy” to scribe for them or to provide them with a photocopy of their diary entry
- ✚ A reasonable time limit will be set for the task to be completed
- ✚ Homework instructions should be included on handout or other written slip as pupils with memory difficulties tend to forget what they have to do
- ✚ Instructions might be put onto glow or school website if children have access to this
- ✚ It can be a good idea for children to have the phone number or email address of a few friends in their home/school diary so that they can contact them if they are concerned that they don't know what to do
- ✚ Homework tasks should be chunked into manageable parts
- ✚ Spelling words will be pre-taught prior to setting as homework and focus on one word family or spelling rule at a time, with 1 high frequency word as an exception
- ✚ Mnemonics might be made up and pupils encouraged to practice words using multi sensory tasks instead of just LSCWC and sentences to make spelling much more fun and relevant to their individual learning styles
- ✚ Ensure that homework tasks are varied. Many dyslexic children love a design task, making something, collecting items, so try to include something that is more innovative!
- ✚ Homework may have to be differentiated so that it is within the child's capabilities.

Involving Parents / carers

Parents / carers should be notified at the beginning of term of as to:

- ✚ how best to support their child
- ✚ the acceptable standard of work
- ✚ criteria to be met,
- ✚ agree to a maximum time to be spent on homework time
- ✚ the use of a homework diary to communicate any problems with their child's homework. If homework is causing distress then this needs to be resolved quickly

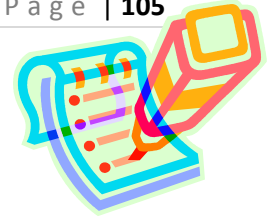
- ✚ how to pair read with their child if this is appropriate, perhaps through a workshop

Completing and Submitting Homework

- ✚ Children may need more time or shorter tasks
- ✚ Children may benefit from submitting homework in alternative ways – for example: bullet points, mind maps, power point presentation, story boards or pictures, oral presentation to the class

Dyslexia Friendly Homework tips for Parents / Carers

- ✚ Keep calm. Dealing with homework can be tricky!
- ✚ Try to provide a quiet time and place for homework
- ✚ Setting a routine with a visual planner is a good idea, with room for flexibility around after school activities and the need for a “brain break” immediately after school.
- ✚ Choose a time that suits both child and other family members.
- ✚ Make sure your child is clear what homework has been set, when it has to be completed, and how long it should take.
- ✚ Check your child understands what to do – if not, do what you can to help. A best effort will always be appreciated.
- ✚ Chunk homework into manageable bits with time for a break in between.
- ✚ Use encouragement rather than criticism.
- ✚ Do use reward activities for good attempts.
- ✚ Mistakes are OK – your child’s teacher uses homework results to assess understanding.
- ✚ Encourage using a timer and a checklist to tick off.
- ✚ Don’t do the homework for your child but do give suggestions and support.
- ✚ For written work check with your child’s teacher what formats are acceptable – bullet points, mind maps, story boards.
- ✚ Help your child to edit, self monitor and check their work as they go along.
- ✚ Encourage computer skills.
- ✚ Reading practice is very important – for 5 minutes a day – using any material your child likes. This needn’t be a book – newspapers, comics, instruction leaflets, recipes are all fine as long as the child can recognise some of the words. Use the **5 finger rule** – your child puts a finger on every word he doesn’t know. Once all 5 fingers have been used up on one page, the text may be too hard for individual reading.
- ✚ Keeping a home reading log is a good idea.
- ✚ Use paired reading where you and your child read the words together out loud in a relaxed way – the child can ask to take over, or to have a break while you read.
- ✚ If homework is becoming a battle or your child is distressed, or avoids homework, try to find out why in a calm low key way, and contact your child’s teacher for advice.



Marking Top Tips

Each individual establishment will have their own DFS marking policy however, here are some tips

General Marking

- ✚ Red pen is not used.
- ✚ Keep the learning intention as the focus for the child when marking work. Specify what will be marked - content, spelling, technical skills or presentation and mark only that.
- ✚ Mark positively and praise work that is well done either orally or through short, focused comments noting good points and points for improvement.
- ✚ Praise effort as well as attainment.
- ✚ Ensure that content is judged separately from presentation.
- ✚ Try marking work with pupils present to explain errors made,
- ✚ Avoid public humiliation, give individuals constructive feedback privately.
- ✚ Make use of AIFL self / peer marking approaches to encourage self evaluation and reflection.

Spelling

- ✚ Don't overcorrect spelling, be selective, encourage logical spelling and only focus on words which have been taught.
- ✚ Incorrect spellings might be pointed out by underlining or dotting in pencil, allowing the pupil the opportunity to correct and rub out the pencil mark.
- ✚ Minimise the number of errors you highlight – perhaps only one of each type

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Parent / Carer Partnership

Partnership with parents / carers is central to ensuring that children who experience additional support needs benefit fully from school education. (Dyslexia Scotland)

The Education (Additional support for Learning (Scotland) Act 2004, encourages the strengthening of relationships with parents / carers and their involvement in working with schools and local authorities in order to best meet the needs of all children and young people. It also promotes the need to involve parents / carers in planning and decision making processes.

Parent s/ carers of children experiencing literacy difficulties have the same concerns as all other parents / carers have however they may need higher level of support from establishments to support their own understanding of what difficulties their child is experiencing, what the school is doing to address this and how best they can support them at home.

Dyslexia Friendly Schools aim to be seen as proactive and similarly parents / carers should be encouraged to actively participate in steering groups to help guide the school on its journey towards accreditation. In addition, all parents / carers should be kept up to date with the progress of the school through school newsletters and / or school website.

Parent / Carer Partnership: features of good practice

All parent / carers should have available:

- Clear and accessible information about the teaching of literacy
- Information on Additional Support Needs including identification and assessment procedures
- Information on local authority policy and practice on the curriculum
- Information on school policy and practice on dyslexia and the curriculum as a whole
- Confidential opportunities to discuss their concerns at an early stage
- Parent / carer workshops on Dyslexia / Literacy
- Information on how best to support children at home
- Information on where to find additional good quality information
- Information on Primary – Secondary Transition supports

In addition, Parents / carers of children with identified ASN concerns should have available:

- Clear information on which school staff they should speak to, and when
- Regular updates on their child's progress
- Consultation in the planning and evaluation of Action Plans / Individual Learning Plans
- Information on the role of EAST staff in school if relevant
- Information on the role of the school Educational Psychologist

Pupil Partnership

A Dyslexia Friendly school aims to help pupils understand what dyslexia is. Pupils will not only develop empathy towards pupils who may experience such difficulties but also recognise and value the strengths and achievements that they have. Through this the school ethos will have heightened awareness of diversity along with a culture of acceptance and supportiveness.

Dyslexia Friendly Schools ensure that all pupils are central to the learning process and are involved in planning, implementing and reviewing their own learning taking note of their preferred learning style, interest, strengths and weaknesses.

In developing a Dyslexia Friendly School, all pupils can be involved in this process and a good vehicle for this is the introduction of a pupil steering group. This can be used to begin the journey and as a medium to developing an awareness across the whole school community.

A Year in The Life of a DFS Pupil Steering Group

- A group is set up with representatives from each class with the intention of investigating resources and approaches to help pupils that are finding literacy difficult.
- Pupils are involved in researching what Dyslexia is and set up a notice board / display that is displayed prominently in the school.
- Pupils investigate famous Dyslexics with a focus on their strengths and disseminate this information to their peers through an assembly.
- Pupils in the steering group write to famous Dyslexics.
- Pupil's research resources which could be used in classrooms e.g. Coats box contents.
- P4-7 Pupil workshop is held to share their findings to date and in turn help to develop a basic awareness of dyslexia
 - Videoed Presentation by the pupils
 - You tube clips
 - Opportunities to try out overlays, reading rulers, pencil grips etc
 - Listening posts, dyslexia friendly texts (Barrington Spoke), spell checkers
 - Questionnaires to see what the pupils in the school wanted implemented
- Feedback from pupil workshop is displayed on notice board.
- Pupil's research fonts to choose the schools agreed font. This is then used for letters, worksheets and signs displayed around the school.
- Pupils make up DFS boxes for each class tailored to their needs and requests.
- Mini workshop for infants to raise awareness.
- DFS presentation to parent council and parents / carers at parents night.
- DFS mascot is introduced and name chosen. This will then be used regularly to visit classes to gather feedback.
- Pupil notice board displays pupil friendly Dyslexia Friendly School policy.
- Pupils research strategies and implement a 'monthly strategy' that is trialled across the school, monitored by them and their mascot to evaluate at the end of each month and decide if they should be embedded.
- Pupils hold a school DFS logo competition.
- Pupils interview P3 candidates for succession in to group next session.

S e c t i o n 6

Helpful Classroom Resources

Early Years

	<u>Publisher</u>
Beginner PAT	Buckingham Psych. Service
Phonological Awareness Training (Nursery Rhyme Book)	Buckingham Psych
Before Alpha	SEN Marketing
ORT Rhyme and Analogy	OUP Press
Heinemann Rhyme World	Heinemann
The Big Book of Early Phonics	Prim Ed
The Big Book of Phonics	Prim Ed
Let's Look (Visual discrimination)	LDA
Visual perceptual Skills	LDA
Phoneme Fans/Mnemonic cards	SMART KIDS

Literacy Programmes

Beat Dyslexia	SEN Marketing
Active Literacy Kit	LDA
Learning Can Be Fun Level 1-3	SEN Marketing
Alpha to Omega: Level 1-3	SEN Marketing

Spelling

Phonological Awareness Training: Level 1-3	Buckingham Psych Service
Hornet (Spelling & Basic Eng. Rules)	Wasp Publications
Word Wasp (Spelling)	Wasp Publications
Stareway to Spelling (300 common words)	Keda Cowling Publications

Spelling Made Easy	Egon Publications
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ACE Dictionary	LDA
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Phonological Awareness

Sound Linkage	Whurr
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This is an excellent resource for developing an individual's phonological awareness. The activities and approaches could be adapted and used with individuals, groups or whole class.

Phonics/ Word Attack

Confusing Letters	Learning Materials Ltd
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Stile Dyslexia	LDA
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Toe by Toe	Keda Cowling Publications
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Phonic Codecracker	Jordanhill College
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TIPS for Phonics	Teachers in Psychological Services
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Stride Ahead	Keda Cowling Publications
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Star Track	Whurr
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Fluency/ Text level

Wellington Square	Nelson
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Rapid Readers	Pearson
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Star Track	Whurr
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Wolf Hill	ORT
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Barrington Stoke Readers	Barrington Stoke
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The Football Kit	LDA
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Rainbow Readers	Nelson
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10 minute thrillers	LDA
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Literacy World Satellites	Heinemann
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Fast Track Readers	Kingscourt
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4U2Read.OK	Barrington Stoke
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It is also good practice to use “Book Bands for Guided Reading “(UK Reading Recovery National Network) to ensure pupils are reading at the correct level and also to look for alternative texts.

Writing Skills

Rapid Writing	Pearson
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Motor Skills

Speed Up! A kinaesthetic programme to develop fluent handwriting	LDA
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Left Handed Writing	LDA
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Write from the Start	LDA
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Numeracy

Plus 1	David Sharp
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Power of 2	David Sharp
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Perform with Time	David Sharp
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Times Tables	David Sharp
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Number Shark	www.wordshark.co.uk
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Rapid Maths	Pearson
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Memory

LDA Visual Memory	LDA
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Short Term Memory Difficulties in Children	Joanne Rudland
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Reference Books

Count Me In: Responding to Dyslexia	Kathleen Clark et al	Strathclyde University
Dimensions of Dyslexia	Gavin Reid	Moray House
Dyslexia in Practice – a Guide for Teachers	Janet Townend	The Dyslexia Institute
Dyslexia: A Practitioner's Handbook	Gavin Reid	Wiley
Dyslexia Pocketbook	Julie Bennett	
Dyslexia Scotland Transition Pack		Dyslexiatransition.org
How to be a dyslexic friendly school	Neil Mackay	
How To Identify And Support Children With Dyslexia	Chris Neanon	LDA
Learning Style: A New Look at Differentiation	Gina Cooke, Fil Came and Mel Brough	
Learning Styles for Teachers and Parents	Gavin Reid	Moray House

Maths for the Dyslexic, A Practical Guide	Anne Henderson	David Fulton Publishers
Mind Maps For Kids: An Introduction	Tony Buzan	
Paired Reading, Spelling and Writing	Keith Topping	Cassell Education
Removing Dyslexia as a Barrier to Achievement	Neil MacKay	SEN Marketing
Specific Learning Difficulties (Dyslexia)	Margaret Crombie	Ann Arbor
100 ideas for supporting dyslexia in the classroom	Gavin Reid	
Understanding Dyslexia: a teacher's perspective –	Janet Townend	LDA 2003
Dyslexia and Us: A Collection of personal stories	Dyslexia Scotland	2011
Overcoming Dyslexia: A practical handbook for the classroom	Hilary Broomfield & Margaret Combley Whurr	2003

Leaflets/booklets:

Supporting Pupils with Dyslexia at Primary School Dyslexia Scotland

(a series of 8 booklets distributed to all primary schools in September 2011)

Able Pupils with Dyslexia Georgina Gabor (Scottish Network for Able Pupils – University of Glasgow – a photocopiable guide for teachers of able pupils.

Dyslexia a Guide for Teachers www.dyslexiascotland.org.uk

Dyslexia a Guide for Parents www.dyslexiascotland.org.uk

Count Me In, Responding to Dyslexia: Information for Parents
www.countmein.org.uk/webdb/countmein.pdf

NHS Direct: What is dyslexia?
<http://cks.library.nhs.uk/patientinformationleaflet/dyslexia>

GIFTS (good ideas for teachers) information sheets:

- Poor Spelling and how we can help in the classroom
- Dyslexia, and how we can help in the classroom
- Worksheets – a Basic Guide to pupil-friendly paper
www.ssla.org.uk

East Ayrshire Support Team have photocopiable leaflets on a range of conditions including Dyslexia and Meares Irlen Syndrome.

Documents/ Legislation

Education for Learners with Dyslexia		HMIe 2008
Intervention for Dyslexia: A Review of published evidence on the impact of specialist dyslexia teaching –	Chris Singleton	University of Hull 2009
Every Child is Special– Promoting Inclusion		(2002)
Meeting Needs – An Overarching Policy Statement		(2004)
Standard Circular 76 (revised) – A Staged Intervention Approach to the Management of Children with Additional Support Needs		(2012)
Additional Support for Learning: Planning Guidelines		(2006)

Useful Websites

Website	Description
http://www.addressingdyslexia.org/index.php	<p>The Addressing Dyslexia Toolkit provides a resource for all who are involved in the identification and support of learners who are exhibiting literacy difficulties. The resource will guide you through the steps from initially identifying some early signs of difficulty in literacy development, putting in appropriate teaching and support, evaluating that support, and where appropriate, considering whether the term 'dyslexia' is appropriate. The priority throughout is to ensure that through the process of identifying needs, the teaching and support given is appropriate to the identified needs, whatever these may be.</p>
www.brainwise.co.uk	<p>Brain gym- N.B. website currently under reconstruction (Apr'13.)</p>
http://www.dyslexiatransition.org	<p>Link to Dyslexia Scotland's transition materials for use with P7 pupils.</p>
http://www.dyslexiascotland.org.uk	
www.dyslexiaA2Z.com	<p>information on dyslexia, dyscalculia, dyspraxia, left-handedness etc.</p>
www.dyslexiacentre.co.uk	<p>Bristol Dyslexia Centre</p>
www.dyslexiahelp.co.uk	<p>Service site for Crossbow Education</p>
www.dyslexic.com	<p>iansyst technology services, lots of helpful links</p>

www.dyslexic.org.uk	dyslexia research trust
www.iamdyslexic.com	A great website written by dyslexic teenager.
www.bda-dyslexia.org	British Dyslexia Association
www.dyslexia-inst.org.uk	Dyslexia Action Great website with lots of practical ideas and also online CPD opportunities.
www.countmein.org.uk	Count Me In Responding to Dyslexia parents' pack
www.dyslexicfriends.co.uk	written by a mother and dyslexic daughter
www.interdys.org	International Dyslexia Association
www.irlen.com	Information on Meares Irlen Syndrome
www.dyslexia.bangor.ac.uk	Bangor dyslexia centre
www.dyslexia-teacher.com	
www.gavinreid.co.uk	senior lecturer Edinburgh University with a special interest in dyslexia
www.devdis.com	International Psychology Services
http://www.starfall.com	
http://www.senteacher.org	
http://www.lovereadings4kids.co.uk/genre/dys/Dyslexia-friendly.html	

http://www.classroom-assistant.net/resources.html	
http://www.smartkids.co.uk	
http://www.jollylearning.co.uk	
http://www.crossboweducation.co.uk	

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Primary School X

Policy Statement

Dyslexia

April 2013

1. RATIONALE

“All children and young persons have an equal opportunity to achieve excellence, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.” SOEID (1998): Professional Practice in Meeting Special Educational Needs (A Manual of Good Practice). These principles are reflected in both the Additional Support for Learning Act 2004 and the Curriculum for Excellence.

All staff at Primary School X are committed to ensuring that the additional support needs of pupils with dyslexia and other literacy difficulties are met, leading to successful inclusion of these pupils thus allowing them to achieve their potential.

Dyslexia Scotland defines dyslexia as:

“a continuum of difficulties in learning to read, write and/or spell, which persists despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas.” *Dyslexia Scotland 2011*

We at Primary School X recognise that although dyslexia cannot be cured, many of the barriers that dyslexic learners face can be overcome. Each individual child and young person with dyslexia will have his/her own individual combination of strengths and difficulties and it is our duty to harness the strengths and help pupils to utilise them to their full capacity while also helping them to overcome the difficulties they may encounter.

One person in ten is thought to be dyslexic with 4% of the population believed to be severely dyslexic. In order to meet the needs of dyslexic pupils, as well as other pupils experiencing literacy difficulties, we aim to be dyslexia aware and vigilant while ensuring that every class provides a dyslexic friendly environment.

Making appropriate provision is a whole school responsibility and this policy should make clear how it will meet the needs of the children / young people with dyslexia.

2. AIMS

To facilitate and encourage

- Whole school awareness of what dyslexia is and how we can support it.
- Whole school responsibility for supporting children / young people with literacy difficulties including dyslexic difficulties.
- Empowerment of teachers to meet the needs of all their pupils.
- Dyslexia friendly learning environments.
- Early identification of children /young people at risk of developing literacy difficulties and appropriate intervention strategies suited to meet individual's needs.
- Confidence and consistency in using the Staged Intervention Model embedded within East Ayrshire's Dyslexia Guidelines.
- Effective monitoring and tracking systems to record pupil's literacy development.
- Effective networking for sharing and celebrating good practice.
- CPD opportunities for staff.
- Resilience in pupils.
- Development of children / young people's empathy and awareness towards dyslexia.
- Positive and effective parent / carer partnership.

3. KEY PRINCIPLES OF GOOD PRACTICE

- Whole school responsibility for supporting children / young people with dyslexia.
- A positive ethos towards dyslexia is evident throughout the school.
- Staff are able to identify and respond to the unexpected difficulties that a dyslexic learner may encounter and make best use of their tracking systems and the data available to them through Assessment is for Learning approaches.
- The focus is on the premise of early identification and intervention of children / young people at risk of developing literacy delay or difficulty.
- Appropriate intervention is implemented at the earliest possible opportunity and in the least intrusive manner.
- There is a zero tolerance of failure and staff are proactive when pupil's targets are not met.
- Individual differences in learning styles are recognised and harnessed to ensure equality of access to the curriculum through appropriate individual planning and differentiation.
- Full involvement of pupils in discussion of their additional support needs and progress is encouraged.
- Parents / carers are invited to be active partners in their child's education.

4. ROLES AND RESPONSIBILITIES

RESPONSIBILITIES

We recognise that it is every teacher's responsibility to provide an appropriate curriculum, accessible to all pupils, that allows each individual to learn and progress. Responsibility for meeting the additional support needs of dyslexic pupils is the same as those for all pupils, and should include approaches that avoid unnecessary dependence on written text. School staff should be able to demonstrate:

- Recognition of and sensitivity to the range and diversity of the learning preferences and styles of all pupils in their class.
- Utilisation of a range of appropriate teaching and learning programmes that match the range of abilities of all pupils in their class, within the curricular framework of the school.
- Monitoring and tracking of pupil's progress using school procedures taking due account of the difficulties experienced by dyslexic pupils when assessing progress.
- Commitment to reducing barriers to learning and, where required, providing appropriate and timely interventions or alteration to the learning and teaching environment to meet all pupils' needs.
- Awareness and understanding of dyslexia including
 - learning differences associated with it that may cause difficulties or barriers to learning,
 - an understanding that dyslexia is developmental in nature and that some pupils who have coped with the early stages of literacy acquisition may have difficulties with higher order skills, which do not appear until upper primary,
 - acknowledgement of the very severe difficulties that some dyslexic pupils might experience due to failure to master the early stages of literacy and numeracy, and
 - understanding that there is no quick fix or cure for dyslexia and that supporting the dyslexic pupils may be a long uphill struggle for teachers.
- Familiarity and confidence in following East Ayrshire's staged intervention process for identifying and supporting dyslexia.
- Support to parents / carers in understanding and addressing concerns.
- Contribution to and involvement in the monitoring, tracking and review of pupil's ILPs taking into consideration parents / carers and pupils views.
- Understanding that dyslexic pupils may
 - persistently underachieve because of dyslexia
 - misbehave or use illness as a coping mechanism to mask difficulties
 - deliberately underachieve and/or associate with slower learners or disaffected pupils in order to save themselves from being embarrassed

by the effects of their dyslexia in the classroom - image is important to many pupils and they may not want to appear different from peers for fear of rejection.

- Anticipate difficulties and stress arising from the impact of dyslexia on organisational and short-term memory by working together with parents / carers and pupils themselves to develop strategies to deal with problems concerning e.g. :
 - Copying down homework at the end of the lesson.
 - Sending home notes and newsletters.
 - Relaying verbal messages.
 - The amount or type of homework.
- Willingness to ask for advice and support and access to relevant CPD where required.

ROLES

ASN Co-ordinator:

- Be dyslexia aware.
- Be knowledgeable of and confident in following East Ayrshire's staged intervention process for identifying and supporting dyslexia.
- Collate the gathering of evidence and monitor progress when pupils are going through the staged process of assessment and identification for dyslexia.

Class teachers:

- Be dyslexia aware.
- Be knowledgeable of and confident in following East Ayrshire's staged intervention process for identifying and supporting dyslexia.
- Support parents / carers in understanding and addressing concerns.
- Provide appropriate and timely interventions or alteration to the learning and teaching environment or approach to meet all pupils' needs.
- Monitor and track pupil's progress using school procedures.
- Contribute to and be involved in the monitoring, tracking and review of pupils ILPs
- Be aware of and take into consideration parents / carers and pupils views when planning.

Classroom Assistants:

- Be dyslexia aware.
- Be familiar with East Ayrshire's staged intervention process for identifying and supporting dyslexia.
- Have access to information relating to the needs of pupils they are supporting.
- Liaise with class teachers to provide an effective support role within the classroom utilising appropriate resources and agreed strategies suitable to the pupil (s).

ACCESS TO ADDITIONAL SUPPORT**EAST Core Support**

The 5 roles of the Support teacher (as described in the SOEID 1994 EPSEN document) can be used to help address the additional needs of all pupils, including those with dyslexia, through:

- | | |
|----------------------------------|---|
| 1. Tuition | providing direct teaching for pupils (small groups or individuals). |
| 2. Co-operative Teaching | EAST staff can support the work of the class and class teachers by targeting assistance in a planned way to pupils experiencing barriers to learning but also by enriching the overall quality of teaching and learning. |
| 3. Consultancy | Liaising with school staff and other agencies e.g. educational psychologist. |
| 4. Providing specialist services | EAST support staff can provide services to individual pupils e.g. supporting transition and its curriculum, identification and assessment of dyslexia, family support etc. |
| 5. Staff development | Contribution to the enhancement of colleagues professional development through seminars; case conferences; delivering courses and providing information about dyslexia, barriers to learning and how the learning and behaviour of dyslexic pupils might be dealt with effectively. |

Role of the Educational Psychologist

The role of the Educational Psychologist is to offer advice and intervention to children / young people, parents / carers, schools, the Education Service, and partners in the assessment, identification and educational planning for pupils with dyslexia.

This may include working:

- with staff in reviewing assessment methods and evidence of dyslexic difficulties.
- at school level in validating Assessment Arrangements, as per Scottish Qualifications Authority (SQA) guidance.
- at authority level and nationally in contributing to and ensuring that there is appropriate and effective policy and guidance, including research and development.

5. IDENTIFICATION, ASSESSMENTS, INTERVENTION AND EVALUATION

If a pupil has dyslexia this may severely affect their ability to learn and just as every child / young person is different, so every dyslexic child / young person is different. Therefore it is our duty to ensure that all children / young people's needs are met and action is taken to help ensure that they become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

It is the responsibility of all who work with children / young people to respond appropriately to their needs and this includes recognising early signs of difficulties and adapting learning and teaching approaches to assist and support them. Where it is evident that such early intervention strategies are not having an impact and dyslexia is suspected, we will investigate this further to ensure pupils have their needs met.

The Supporting Children's Learning Code of Practice (2005) requires Education Authorities to publish information about policies and arrangements to identify ASN and to make provision for additional support for each pupil identified. Identification of dyslexia is set out clearly in East Ayrshire's Dyslexia guidelines which follow a Staged Intervention as described above. This model provides a framework which includes systems for planning and review, clear documentation and close parental and pupil involvement.

"... assessment is seen as the ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances. The purpose of assessment is ultimately to help identify actions required to maximise development and learning" (Code of Practice, Ch 3, Para 3.1).

The purpose of assessment is to help identify actions needed to overcome barriers to learning and maximise learning. This is an integral part of the teaching and learning process and is supported by information from parents / carers and other agencies. It identifies and builds on strengths while taking account the difficulties that can be encountered with additional support needs. It assumes negotiated sharing of information.

At X Primary School we will identify children and young people with additional support needs through arrangements for assessing learning and monitoring the educational progress of **ALL** children and young people. This will build on the Staged Intervention process.

6. MAKING APPROPRIATE PROVISION

Although children / young people with dyslexia may need additional targeted support, there are many ways in which teachers can help them – and other children / young people - in their mainstream classroom. Minor adaptations to day-to-day practice can make a significant difference and help ensure that they are learning effectively.

Seating & Grouping

- Check that each child / young person can hear and see you, the board and visual prompts clearly.
- Seat the pupil where you can make eye contact and provide support quickly.
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills.

Information / Instructions / Organisation

- Give children / young people 'thinking time' to process information and respond appropriately.
- Make instructions short and simple. Break them down into small manageable steps.
- Explain and present information many times in various ways (pictures, flow charts, diagrams).
- Ask children / young people with dyslexia to repeat instructions back so you can check their understanding.
- Display prompts and reminders about what to do, where to find things, useful words.
- Label equipment - always keep this in the same place, indicate items when mentioned.
- Provide desk-top mats/jotter inserts e.g. alphabet, word banks, prompts and personal targets.
- Provide - and demonstrate how to use practical aids e.g. calculator, number/tables squares.

Memory

- Use multi-sensory teaching approaches to help ensure that information is absorbed and stored.
- Teach a range of strategies to help children/ young people learn letter-sounds and spelling rules.
- Many children / young people with dyslexia are kinaesthetic learners (they learn by doing). Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall.

Written Work

- Encourage alternatives to writing - respond by drawing or dictating/recording answers.
- Check children / young people's learning by requesting non-written responses - draw, act out, sing, dictate answers.
- Limit writing demands and give sufficient time to complete written work.
- Ensure that keyboard skills are taught - encourage the use of a computer.

- Provide planning formats/writing frames/cloze activities/story skeletons for extended writing.
- Teach children / young people how to use mind maps, spider webs, bullet points, flow charts, ICT software.

Marking

- Mark work in a positive way.
- Develop a code with your pupils for marking errors. Using a cross or red pen to highlight errors may not be the best way – lightly underline or use a dot.
- Try to explain errors made by pupils with dyslexia – where possible mark their work with them present.
- Specify what will be marked - content, spelling, technical skills or presentation and mark only that. (WILF)
- Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future.
- Use specific labelled praise – say what you are praising – include effort as well as attainment.
- Avoid public humiliation, give individuals constructive feedback privately.

Reading

- Provide tinted filters/overlays or reading markers.
- Use non-white paper for all materials.
- Match reading resources to an individual's reading ability, ensuring it is age appropriate.
- Encourage the use of books in audio/digital format to support individual access to texts.
- Teach the use of key words, highlighting, colours and images to help remember information.
- Highlight the main points in text to support comprehension, prediction and recall.
- Teach key vocabulary for new topics – use flash cards, word mats, posters/word walls.
- Ensure child / young person is comfortable reading aloud – unless planned/prepared in advance.
- Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence.

Board Work

- Limit the amount of reading/copying from the board. Give copies of notes/examples.
- Use coloured markers for board work. Try some of the following strategies:
 - Set the Smart board background on a colour – beige, blue
 - Shade white boards to eliminate glare/reflections
 - Write different items in different colours
 - Number or mark the start and end of each line/topic clearly.

Adapted from www.dyslexiascotland.org.uk

HOMEWORK

We aim to regularly consult with parents / carers regarding homework to ensure children/ young people are gaining the appropriate benefits from the homework set with the minimum of stress. Consultation will include discussion around the purpose of homework, the standards expected, the amount of time that should be spent on it, etc.

Where required, individual consultations will take place to discuss how much input is generally required by them as well as strategies or techniques they find effective for their child.

In addition, we issue pupils with a homework diary/jotter which outlines the homework set and allows a two way communication between school and home.

TRANSITION

Transition for all pupils can be a particularly stressful time, and, for children / young people with dyslexia it can pose additional worries and concerns; therefore we aim to make each transition as smooth as possible.

When children are moving between primary classes, additional time will be allocated for meetings between class teachers to discuss the individual children with dyslexia and literacy difficulties to pass on information on how their needs can be best met.

During P6 & P7, an enhanced transition programme will be in place for those children / young people with dyslexia to gain knowledge of the Support for Learning staff and facilities at our associated Secondary School. This will also allow the pupils to meet with others across the learning community who may have similar dyslexic difficulties.

Where another Secondary School is chosen, liaison can be arranged with the appropriate staff to ensure sharing of information and continuity of support where possible. All individual profile information will be transferred.

Dyslexia at Transition is a resource on DVD ROM, which was sent to all Scottish schools by the Scottish Government during the 2007-8 session. This resource, produced by Moray House School of Education, is used to support our transition programme providing an interactive consultative transition kit for relevant pupils at P7 transfer. Through this we aim to encourage proactive rather than reactive support strategies.

MONITORING AND EVALUATING

All teachers should be continually monitoring and evaluating progress and adapting provision where appropriate. Class teachers in conjunction with the ASN co-ordinator (in consultation with EAST personnel if applicable) are responsible for writing, monitoring and evaluating SMART targets in Action Plans and ILPs. Pupils and parents / carers views are integral to this process and as such consultation will take

place both formally and informally.

7. PARENT / CARER PARTNERSHIP

The Education (Additional support for Learning (Scotland) Act 2009, encourages the strengthening of relationships with parents / carers and their involvement in working with schools and local authorities in order to best meet the needs of all children and young people. It also promotes the need to involve parents / carers in planning and decision making processes.

We at Primary School X aim to maintain an open line of communication with parents / carers through regular newsletters, our school website and bi-annual parent's evenings. Where there are concerns about a pupil's literacy progress we aim to involve parents / carers in discussion from early on to support their own understanding of what difficulties their child is experiencing, what the school is doing to address this, and how they can best support their child at home.

All parents / carers should be able to access:

- Clear and accessible information about the teaching of literacy.
- Information on Additional Support Needs including identification and assessment procedures.
- Information on local authority policy and practice on the curriculum.
- Information on school policy and practice on dyslexia and the curriculum as a whole.
- Confidential opportunities to discuss their concerns at an early stage.
- Information on how best to support children / young people at home.
- Information on where to find additional quality information.
- Information on Primary – Secondary Transition supports.

In addition, parents / carers of children with identified ASN concerns should have the following available:

- Clear information on which school staff they should speak to.
- Regular updates on their child's progress.
- Consultation in the planning and evaluation of Action Plans / Individual Learning Plans.
- Information on the role of EAST staff in school, as relevant.
- Information on the role of the school Educational Psychologist.

8. ARRANGEMENTS FOR EVALUATION OF THIS POLICY

It is essential that all of the issues addressed throughout the document be regularly reviewed to ensure that:

- The school's Dyslexia Policy is clearly understood by all staff.
- The most effective use is made of all resources.
- There is a consistency of approach.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. This will include discussion, written consultation, profiling of pupils and using "Performance Indicators" from "How Good Is Our School".

The ASN Co-ordinator and the Head Teacher will be responsible for the evaluation.