

# Norwich High School for Girls

## Dyslexia Friendly Policy

The basic principle of a dyslexia friendly school such as Norwich High School for Girls runs through the following:

**“If a child does not learn in the way in which we teach then we must teach her in the way in which she learns”.**

Dyslexia can be looked at from a different angle, **not as a learning disability** but a **different** learning ability. We explore different learning abilities with multi-sensory teaching methods to present girls with activities which are visual, verbal and kinaesthetic, as well as text based. This can remove barriers to learning and give curriculum access to a wider group of learners.

**Teachers appreciate that dyslexic girls learn in different neuro-diverse ways and that this can be beneficial to all.**

Staff work quickly to identify the individual learning needs and address them with tailored programmes of learning support, based on the girl's strengths.

We continually monitor, review and improve our systems of identification and support.

The entire school community is involved with raising the awareness of specific learning difficulties including dyslexia (for example during Dyslexia Awareness Week) and through recruitment and training develop the specialist skills necessary for inclusion of girls experiencing these difficulties.

We celebrate their strengths, share in exploring solutions and instil a “can do” attitude.

We have regular staff CPD and training to raise skills and awareness, with corresponding targets in the School Strategic Plan.

We recruit new staff sensitive towards pupils with dyslexia.

We monitor homework: the amount, duration and methods of recording.

We mark for success - transparent targets that support those with difficulties.

We monitor general accessibility issues; e.g. settings of computer monitors, dyslexia-friendly classroom environment and accessible school correspondence, flyers and posters.

Progress is continually monitored, reviewed and improved.

The girls contribute to their IEPs with meaningful SMART targets.

Careful and conscientious screening identifies causes for concern.

All staff are vigilant for indicators of dyslexia or literacy difficulties. Early identification and timely intervention are a priority.

All available information is utilised and acted upon.

Intervention work is “little and often”.

There is a timely response to need.

**Provision for girls experiencing difficulty involves:**

Teaching and learning that is continually monitored, reviewed and improved.

Assessment that produces an individual profile of strengths and needs.

Recognition that those with difficulties may be more stressed than peers, impacting on learning and emotional well-being.

Careful planning and differentiation of work with flexible timescales for homework to support different pupil work speeds.

Timetables that permit individual or small-group work.

Use of ICT, accessibility software and improvement of keyboard skills.

Direct teaching of neuro-diverse friendly strategies, study skills, revision skills and examination techniques.

Improving self-esteem, confidence and independence.

Consultation with external specialists to further assess a girl’s needs as appropriate.

Preparatory skills for work or further education.

**Girls are encouraged to take ownership of dyslexia as an alternative thinking style.**

They:

Celebrate differences and successes.

Find ways of supporting peers (for example the Dyslexia Buddy and paired-reading schemes)

Are encouraged to have a voice on dyslexia and wider school issues and participate in decisions for improvements.

Own, work towards and monitor their personal development plan (where applicable) in conjunction with Learning Support team staff.

**Parents are particularly powerful partners. Parental involvement is nurtured by:**

Encouraging communication.

Sharing progress.

Participation in staff training and bespoke seminars for parents.

\*This Policy document should be read in conjunction with the following policies and guidance:

<b>SEND</b>	<b>Homework (both Senior and Prep)</b>	<b>Complaints Procedure</b>
<b>Curriculum</b>	<b>Rewards &amp; Sanctions (both Senior and Prep)</b>	<b>Examinations and Assessment</b>

**Admissions**

**Assessment, Recording and Reporting**

**Equal Opportunities**

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