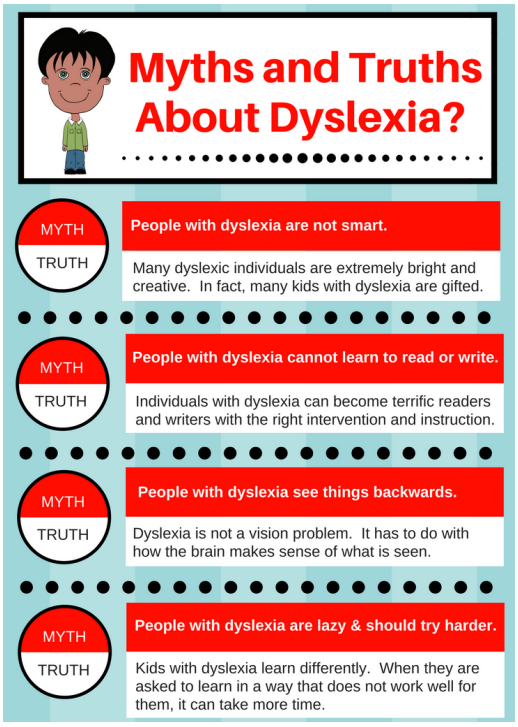
Hellingly School SEND Newsletter

Term 3

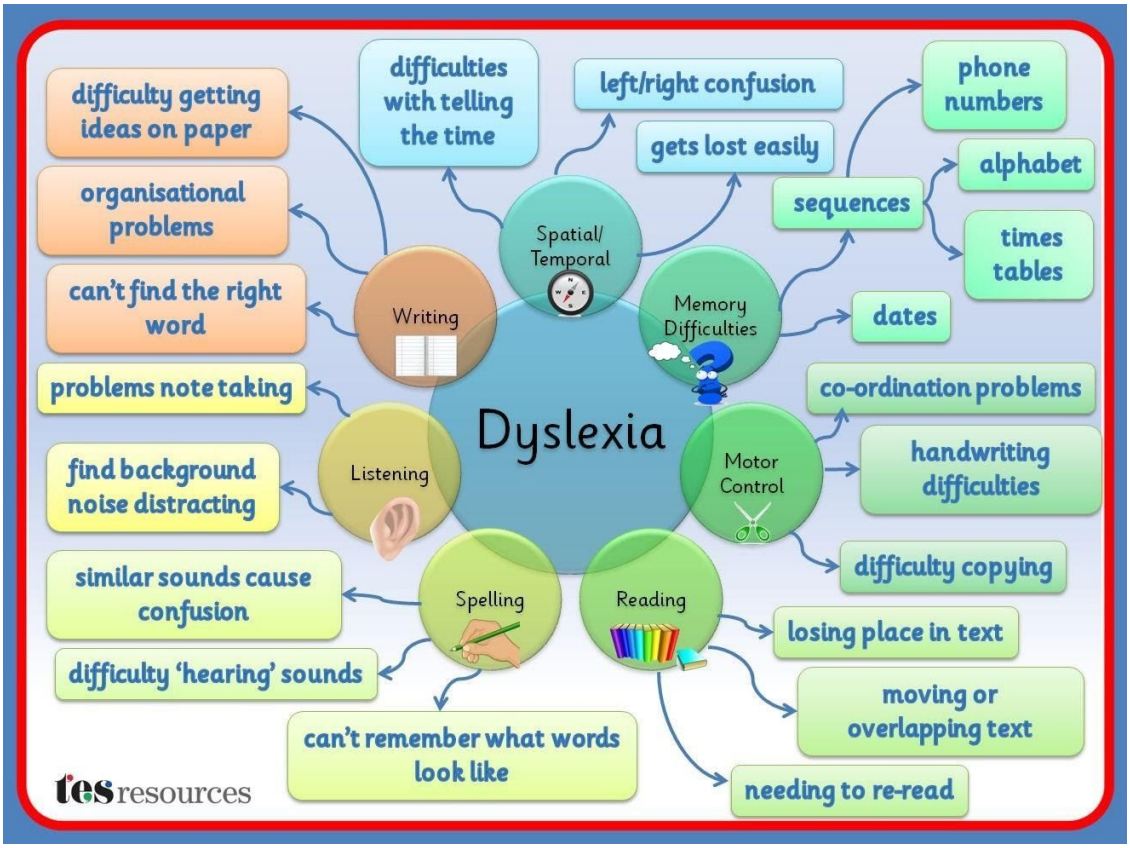
The Newsletter this term is all about **Dyslexia**

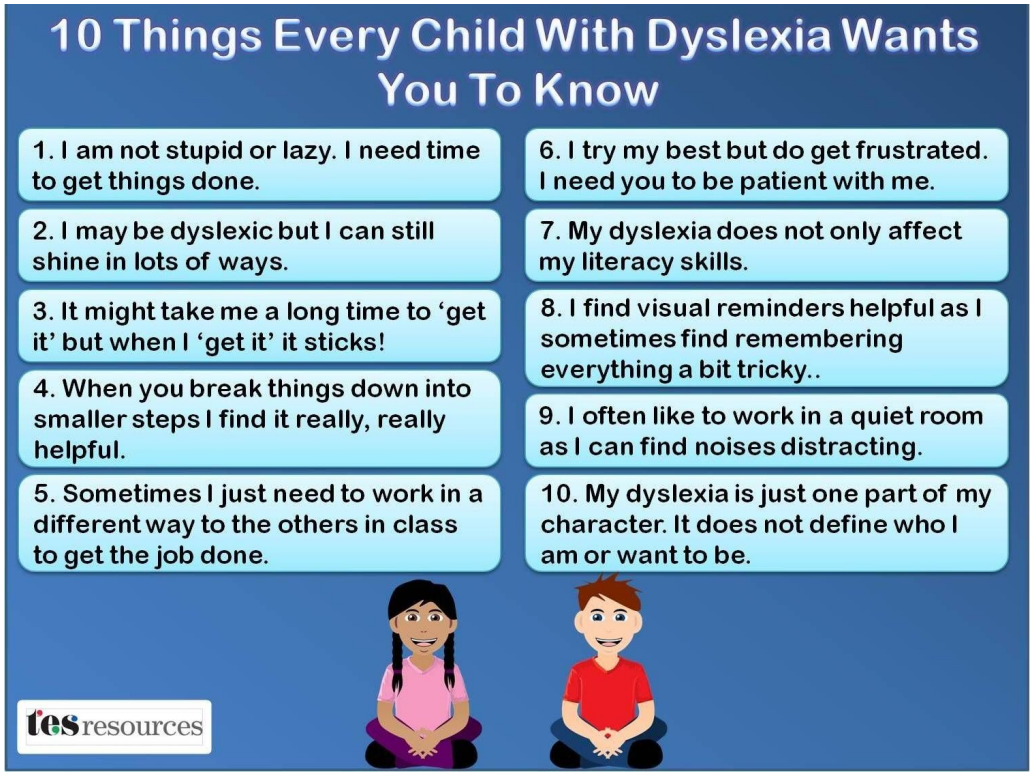
What is Dyslexia?

- Dyslexia is one of a family of Specific Learning Difficulties.
- Many people who have dyslexia have strong visual, creative and problem solving skills.
- Dyslexia is not linked to intelligence but can make learning difficult.
- Dyslexia is a life-long condition which can have a substantial effect on an individual's day to day activities and is classed as a disability under the Equality Act 2010.
- Dyslexia varies from person to person and no two people will have the same set of strengths and weaknesses.
- It often co-occurs with related conditions, such as dyspraxia, dyscalculia and attention deficit disorder.
- Dyslexic individuals often have difficulty processing and remembering information.



Children with Dyslexia may have had trouble with …





Non-negotiables for the classroom

Copying from the board
How can we help?

- Position the pupil close to, and centrally to, the board.
- Adjust the colour of the whiteboard background – cream is better than white.
- Consider font – Comic Sans, Veranda and Tahoma are amongst those considered dyslexia friendly.
- Consider font size – Minimum 28 point for Power Point and 12 on paper.
- Use 1.5 line spacing where possible.
- Overlays if needed and buff paper, books and whiteboards
- In some cases, do not expect any copying from the board. Give out handouts of the PowerPoint for pupils to copy from or encourage highlighting of key words and phrases instead.

Slower processing speed
How can we help?

- Task planner or bullet point instructions visual cues can support this using Communicate in Print
- Slow down. Chunk information. Pause between chunks.
- Allow more time for a pupil to respond, either verbally or in writing. Even if the wait feels uncomfortably long.
- Be prepared to patiently repeat instructions.
- Keep in mind – the pupil can often do the task – they just need longer.

Self esteem
How can we help?

- Recognise and celebrate strengths.
- Make the pupil feel comfortable asking for information to be repeated or for more help.
- When marking, pick out the positives, only pick out keyword spellings, and not too many. Content is far more important than spellings – excellent vocabulary spelled wrong is better than poor vocabulary spelled correctly.

Organising Writing
How can we help?

- Provide writing frames
- Provide a WAGOLL (what a good one looks like) so pupils can visualise what their finished product should look like before they begin.
- Model the use of alternative methods of recording information –

❑ Bullet points
❑ Mind maps
❑ Spider diagrams
❑ Story boards
❑ Sequencing
❑ Drawing

Reading and Spelling
How can we help?

- Never make a pupil who struggles to read to read aloud in class, but do allow them to volunteer.
- Have key word mats on the desks, the more a pupil is able to copy or easily check a spelling the more likely it is they will spell it correctly independently in time.
- Have dictionaries available. ACE Dictionaries are useful but needs practising.