

What do I do about **dyslexia** every day?

Michelle Matthews,
Assistant Headteacher (Inclusion)

Try following this powerpoint with the
activities to help your understanding
of how it feels to be dyslexic...

January 2016

Task 1

Tell me about you...



What have you done over the weekend?

Write 3 sentences about something you did recently... **READY, STEADY, GO....!**

Task 1

Tell me about you...

What did you do over the weekend?

Write 3 sentences about something you did recently...

... oh, but you cannot use the letter
'e'... 2 minutes... GO!



Task 1

Tell me about you...

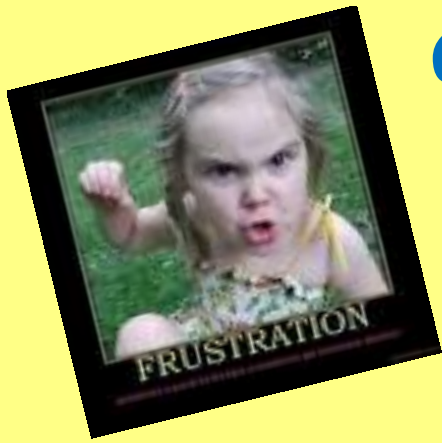
Feedback:

How did it go?

Why was that?



How does it feel not to be able to use the words that you know and want to use?



This is how dyslexic students feel every day, just trying to tell us how they feel, or to write down answers that they know... but cannot get onto paper...they are not 'stupid' or 'lower ability', they just cannot access their own knowledge at times

This is why the new Code of Practice is a good thing - it puts us all at the centre of helping the learning of all students

There are students with dyslexia at Moseley Park who we can easily make a massive difference to every day 😊



A shared approach to information, so that all teachers know which students need to be supported to achieve their full potential and to work with their dyslexia

Strategies are shared by the SENCo and Student Support Department with the whole staff about how to support dyslexic students

There is information to help all teachers and parents

So now onto the legal bits...



...just so that you are in the picture!

Children and Families Act 2014

Code of Practice 2014

Equalities Act 2010

1. All schools have a duty to make 'reasonable adjustments' for disabilities - including MLD, such as dyslexia
2. Education, Health and Care plans to replace statements - these put the child at the centre of the plan
3. Student outcomes focused (outcomes by age of 25). These will run **aged 0-25 yrs**
4. The cycle for support in school is now legally:
ASSESS-PLAN-DO-REVIEW

So... what is all the fuss about
the new Code of Practice for
teachers?

"Every teacher
is a teacher of
SEN"

So... what IS all the fuss
about the new Code of
Practice for teachers?

1. The progress of students with Additional Needs (SEN!) is the responsibility of every teacher
2. The SENCo's job is to co-ordinate support, advice and training for staff and parents

What is Moseley Park doing to help you with this?

1. Supporting SEN reps to enable them to act as experts in their departments
2. LSAs are supporting in class and know the students very well as a team
3. Miss Matthews and the Student Support team are available to advise and support you every day - just ask!

Equalities Act (2010)

- The Equalities Act states that you must make "reasonable adjustments" for students to access and achieve in your subject, to cater for any learning disability which they may have - these could be:
 - Dyslexia
 - Dyspraxia
 - Autism/Asperger's Syndrome
 - Hearing or Visual Impairment
 - Cerebral palsy... the list continues!

Teachers' Standards and SEND

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Interventions by SEND to support students

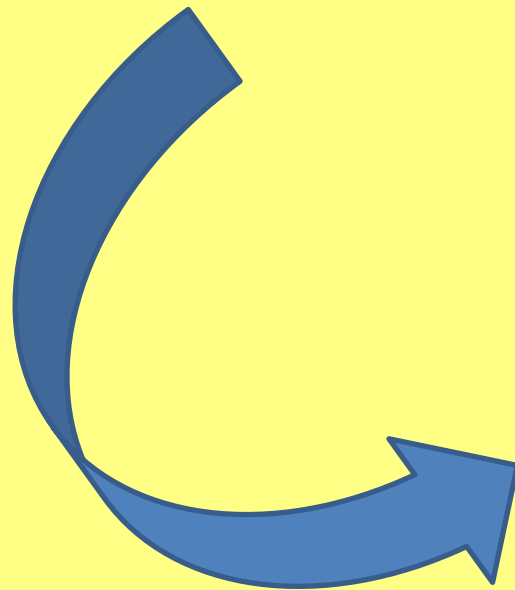
- ACE dictionaries to support dyslexic students
- Lexia (reading programme)
- Accelerated Reading
- Numeracy intervention
- Literacy intervention
- Designated mentors for students who would benefit from this
- Access to exams with readers/scribes/extra time/laptops/touch-type programme where this is appropriate, following psychometric testing

Dyslexia Friendly School Status

Making sure that each
classroom is
INCLUSIVE and
supports the learning of
our dyslexic students

5 Non-negotiables for every lesson

These five things are essential for every lesson to be successful



Success means that ALL students are able to access the lesson and to make progress - top, middle and bottom with varying needs

1. Planning

Demonstrate knowledge and understanding of how to teach discrete learning groups (SEN, EAL, PP, Able & Ambitious, CiC) through seating plans, resourcing and differentiated tasks.



2. Environment



Reduce visual distractions by ensuring that working areas are uncluttered; displays are relevant, accessible and not too 'loud'; and that lighting is no more than absolutely necessary.

3. SMARTBoard

1. Pastel background
2. Blue font – either **century gothic** or **comic sans** (represents handwritten letters most clearly)
3. Points to be numbered not bullets
4. **Key** words in **bold** – not too many

4. Organisation

	Did I.....
	...draw a picture?
	...write a number sentence?
	...use words to talk about my thinking?
	...think about my answer?
	...check for any mistakes?

Create checklists (ideally visual); menus of tasks; lesson running orders for the students so that they and you are clear about what they are expected to do and achieve.

5. Additional Adult Support

How well do you know the skills of your LSA, and are they used effectively? Are they well briefed and are aware of the learning outcomes for that session?

LSAs should not be 'velcro-ed' to SEN students, they should adopt a 'helicopter' approach that enables the teacher to spend time with the SEN students - Quality First Teaching is essential for ALL students.



Inclusive Classroom Award

If a classroom shows:

- Pastel backgrounds
- Comic sans fonts
- Uncluttered displays and storage areas
- Clear numbered lists for tasks
- Use of matt laminates
- Thinking time for tasks
- Use of coloured overlays/exercise books/rulers
- ACE dictionaries used by dyslexic students



Just before we finish... what does
this spell?

ghoti

Phonetically...

gh-o-ti

gh = f (as in cough)

o = i (as in women)

ti = sh (as in station)



Is it any wonder that dyslexic students get frustrated with the rest of us and the way that we seem to think?!

Think on, when you see SEN... others
may see something very different...

[http://www.youtube.com/
watch?v=HpvF5xCQ7s8](http://www.youtube.com/watch?v=HpvF5xCQ7s8)



Who do I ask...?

Miss Matthews -

Assistant Headteacher for
Inclusion

mmatthews@moseleypark.org

Mrs Hollis -

Student Support Coordinator

ghollis@moseleypark.org

Over to... Everyone!

SEND is everyone's responsibility, not just that of the school - we can all support our dyslexia students to reach their goals...

