SAC Dyslexia Friendly Schools
Developing Dyslexia Friendly Primary Schools in South Ayrshire

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

Neil Mackay 2001
From
Margaret Crankshaw
Suzanne George
Pam MacDougall
How Dyslexia Friendly are you?

“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

SAC Dyslexia Friendly Schools
What makes a classroom dyslexia friendly? TASK 1
Treat people the way you want to be treated.

Be Dyslexia Friendly.
Learning is like a
Heathfield is a Dyslexia Friendly School!

We All Deserve Respect!

We Are All Equal!
We are Dyslexia Friendly

I'm Dyslexic

Then come in our school
Thanks for helping.
We are Dyslexia

I can Help

friendly
I'm happy even if I have dyslexia.
Dyslexia is cool to have!
beat Dyslexia

Albert Einstein

Tom Cruise

We can all beat Dyslexia!!

Rock

Kiera

Knighly

Walt Disney
I wish I could spell and read.

GO TO
A
Dyslexia Friendly School.
Some Dyslexic People

Well done

I'm dyslexic and am very smart!!

Alexander Graham Bell was dyslexic but he invented the telephone, and a lot more.

Are Just As Smart?
Why DFS now ?????
Being Dyslexia Friendly

‘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’. In a dyslexia-friendly school all teachers are empowered, through training, policy and ethos, to identify learning issues and take front-line action.’

*Dyslexia Friendly Schools pack :BDA*
Context of DFS pilot

- Need to embed a more inclusive model of addressing dyslexia
- Culture of acceptance and ownership of dyslexia
- Change from specialist assessment towards profile of literacy strengths and weaknesses
- SDAT involvement of all teachers
- Dyslexia Friendly Schools movement
- BDA Resource Pack

- Consulting children
- Empowering learners
- Culture of self evaluation
- Curriculum for Excellence
- Cooperative learning
- Peer awareness and support
- Teaching resilience and self awareness
- Parent – School partnerships.
Setting up the DFS Process

- Self Evaluation DFS Indicators agreed and piloted 2009
- 25 Primary Schools opt in 2010 for 2 year process: all clusters involved
- All Primary schools signed up August 2011
- Support from Psychological Service
- Training for all staff including SDAT
- Links with peer support, cooperative learning, parent partnership and resilience training
- Neil Mackay – secret weapon..
DFS process in action……..

- Key link teacher network within and across clusters
- School DFS Steering group with input from parents and pupils
- School Dyslexia Audit and Action Plan
- Whole School training
- Implementing action plan to achieve DFS self evaluation criteria
- Continuing higher level training for key link teachers
- Accreditation by QIO / Psych Service based on evidence portfolio, observation, and discussion with parents and children
- SAC DFS award
SAC Self Evaluation model:

Key areas

1. Whole School Commitment
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
<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence</th>
<th>Planning</th>
<th>Working towards</th>
<th>Established</th>
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<tbody>
<tr>
<td><strong>Area 1 Whole school commitment to DFS</strong></td>
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<td>The school community has a consistent, inclusive and positive approach to dyslexia</td>
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<td>A school Dyslexia Policy Statement written in clear English is in place and available to all staff and parents</td>
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<tr>
<td>SAC Dyslexia Support Pack is available to all staff</td>
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<td>Data on literacy attainment is regularly evaluated on a whole school basis</td>
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<td>Teachers are supported to evaluate their contribution to DFS good practice</td>
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<td>A key Dyslexia link member of staff is identified who is responsible for monitoring DFS progress</td>
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SAC Dyslexia Friendly Schools
Training activities
What it feels like 1:

- write down the dictated passage – but replace every vowel with an @ instead………

  e.g. d@g = dog

with acknowledgement and thanks to Neil Mackay
Once the brain has learned to read a word, it can use this knowledge to read new words. The brain quickly learns which words look right and which words need to be checked in a dictionary. The self teaching function of the brain means that once the correct circuits are in place, the brain continues to reinforce those circuits, making them stronger.
Our journey at Heathfield Primary towards a Dyslexia Friendly School: a holistic approach

Pamela MacDougall
Pupil Support Teacher, Prestwick Cluster
Starting Point of the journey........
Whole School
Whole School

“I am dyslexic” pupil presentation to the school during assembly

School displays

Heathfield Primary Journey to DFS
Whole School

“I am dyslexic” pupil presentation to the school during assembly

School displays

Teaching / non teaching staff in-service

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Resources for whole staff use
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Primary / secondary transition meetings and visits

Heathfield Primary Journey to DFS

SAC Dyslexia Friendly Schools
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- “I am dyslexic” pupil presentation to the school during assembly
- School displays
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- Consideration of AiFL and ACE

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- Headstart Music therapy Mini-fit programme Music electives

Heathfield Primary Journey to DFS

SAC Dyslexia Friendly Schools
In Class
In Class

CPD offered to all staff

Heathfield Primary Journey to DFS

SAC Dyslexia Friendly Schools
Guidelines on meeting the needs of the dyslexic pupil issued to all staff

CPD offered to all staff

In Class

Heathfield Primary Journey to DFS
Guidelines on meeting the needs of the dyslexic pupil issued to all staff

SFL folder in each class

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Use of CA and PSA to support pupils

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Co-Writer and Clicker 4 for writing

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- Brain gym
- Alpha Smarts

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Use of whole class / personalised TOOLKITS

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Heathfield Primary Journey to DFS

SAC Dyslexia Friendly Schools
Specific Dyslexia Support

- Multi-sensory daily programme and homework
- Information pack distributed to parents
- Regular reading and scribing
- Multi-sensory spelling groups
- Multi-sensory phonics groups
- Rainbow Reading
- Nessy Computer program
- Toe By Toe
- Cursive handwriting
- Beat Dyslexia
- Phonics
- Spelling

Heathfield Primary Journey to DFS

SAC Dyslexia Friendly Schools
Training
Dyslexia Friendly Classrooms

Useful Strategies:
Suzanne George
Kingcase Primary School
‘In dyslexia friendly schools the focus has changed from establishing what is wrong with the child in order to make them better to what is right in the classroom in order to enhance the effectiveness of learning.’

Classroom Strategies

- Paper/Font
- Writing on the board
- Highlighter pen
  - Key words/facts
  - Spelling support
  - Handwriting
My name is Campbell.

My name is Campbell.
Classroom Strategies

- Rainbow alphabet
- Mixed ability groupings
- Peer buddy system
Classroom Strategies

- Mnemonics
- Useful tool to spell tricky words
- Because – big elephants catch ants under small elephants
- Can you think of your own?
- e.g They, beautiful, people and said.
Classroom Strategies

- Mind Mapping
- Plan/ organise
- Revision
- Assessment
- Video clip 2
More Training activities ........
What it feels like 2: Read this and circle the correct answers!

- A frog lives in a pond
- Has 2 legs
- Is SAC Dyslexia Friendly Schools

- A dragon has 3 legs
- Is flying
- Has 4 wings

- A fish has 2 fins
- Is swimming
- Has 3 scales

- A bird has 4 wings
- Is flying
- Has 3 feathers
What it feels like 2 : the solution!

- Fred is a frog
- Fred lives in a pond
- Fred has 2 legs
- Fred is
SAC : DFS outcomes

- Whole School commitment to DFS
- Clear policies and practice to maintain a dyslexia friendly environment
- Increased confidence of staff in identifying dyslexic features and responding
- Early informal and flexible Identification and Intervention
- Extended range of teaching styles
- Evidence based literacy profiling, tracking and evaluation of teaching strategies
- Pupil views included in practice
- CPD needs identified and addressed
- Successful Partnership with parents
- SAC DFS Award
Helpful resources

- *The Dyslexia Friendly Primary School: a Practical Guide for Teachers* – Barbara Pavey (Paul Chapman publishing)

- *The Dyslexia Friendly Schools Toolkit: Removing Dyslexia as a Barrier to Achievement* – Neil McKay (SEN Marketing)

- *Dyslexia and Inclusion: Classroom Approaches for Assessment, Teaching and Learning* – Gavin Reid (David Fulton publishers)
Key Scottish web resources

- http://www.frameworkforinclusion.org/dyslexiaassessment
- http://www.dyslexiascotland.org.uk
- http://www.supportingdyslexicpupils.org.uk
- http://www.dyslexiatransition.org/

South Ayrshire info

- margaret.crankshaw@south-ayrshire.gov.uk (email for further information, copy of presentation or any resources)
- www.take2theweb.com/pub/southayr/edpsychology/