

Dyslexia Friendly Schools Statement

The City of Leicester College is working towards gaining 'Dyslexia Friendly School' status.

The following policy statement has been agreed by the dyslexia working party members in relation to the standards set out in the Dyslexia Friendly Schools Quality Mark. The aim of this is to promote excellent practice by our school as we carry out our role in supporting and challenging our staff to improve accessibility for more learners.

Aims:

- All pupils will make satisfactory or better progress towards their individual target levels.
- Parents will be informed about their pupil's progress so we can overcome difficulties and celebrate success.
- Any pupils experiencing barriers to learning will be rapidly identified and actions taken to reduce these barriers.
- All students will be challenged to succeed through high expectations and a positive climate for learning.

We strive to:

- Create an ethos of achievement and a climate of high expectation.
- Value a broad range of talent, ability and achievement.
- Promote success and self esteem.
- Remove barriers to learning.
- Promote equality and appreciation of diversity.

Training:

The SENCo and Teaching and Learning Leaders recognise that whole school awareness training for all contact staff is essential. A catch-up programme is in place for all new staff joining the college.

Identification, Monitoring and Assessment:

A key attribute of a Dyslexia Friendly School is the willingness to respond quickly to perceived needs without waiting for formal assessments. This inclusive, dyslexia friendly response comes from class teachers and support staff who are empowered to identify learning issues and respond appropriately as part of their daily duties. There is a referral procedure for identification, assessment and monitoring within the Dyslexia Handbook.

Response to Need:

In a dyslexia friendly classroom learners are supported to achieve their potential. There are a range of strategies that promote effective teaching and learning for all pupils. These can be found in the SoL, Dyslexia Handbook and Inclusion Updates.

- Use of different learning styles.
- Flexibility in teaching practice.
- Differentiated assessments
- Out of class interventions.
- Opportunities to reinforce core skills.

Parents as Partners:

Parents and carers are actively encouraged to be involved in their child's learning. Clear information, advice and support is available for parents.

- The school makes contact with parents as soon as concerns are raised.
- Parents are consulted at parent's evenings, PSPs, annual SEN reviews, phone calls and letters home.
- Staff respond promptly and sensitively to parental concerns and treat parents as partners.

Summary:

At the City of Leicester College we recognise that many apparent learning difficulties may be identified as a learning difference which we can minimise or overcome by a change in teaching approach.

We have adopted a range of dyslexia friendly strategies. These can be found in the Dyslexia Handbook, SEN lists, SoL and the Inclusion Policy.

