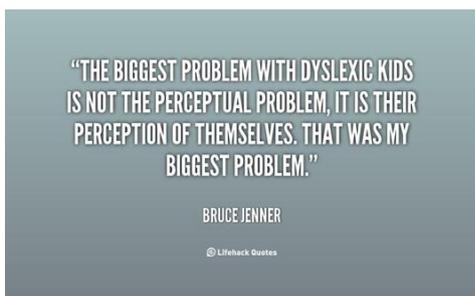
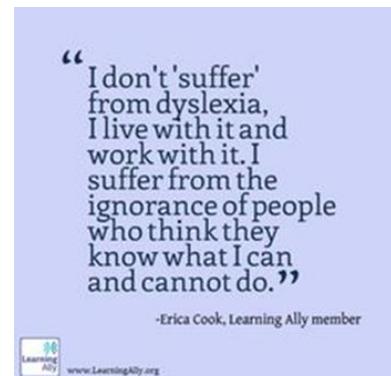




The City of Leicester College Dyslexia Handbook



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Dyslexia Friendly Practice at The City of Leicester College

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of Dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. However, Dyslexia occurs across a range of intellectual abilities.

It is likely to be present at birth and to be life-long in its effects.

It has been suggested that up to 10% of the population (or even more) show some signs of dyslexia, particularly when it is present in other members of the family.

There is no cure for dyslexia, but multi-sensory teaching methods and appropriately specific interventions can help support the student.

As part of the College commitment to ensuring Dyslexia friendly practice, please find listed below the names of students with Dyslexia and Dyscalculia on the following link.

[O:\Staff\Curriculum\Information\Inclusion\SENCO](#)

In order to support these pupils effectively, please use the strategies sent out regularly in the inclusion update email from K.Potter, and the literacy strategies within each faculty SoL.

Bear in mind that the list of students with Dyslexia/Dyscalculia might change throughout the year, therefore regular updates will be added to the noticeboard.

Dyslexia Working Party

We meet regularly to discuss updates on dyslexia and raise ideas on how to improve practice in school. Please contact Nicola Trolley if you wish to be part of this productive team.

The following staff are members of the dyslexia working party:

Nic Trolley	SENCo
Sindy Soor	Post 16 Mentor
Sandra Lloyd	Post 16 Attendance
Silvana Galic	Maths Teacher
Laura Emmonds	Teaching Assistant
Sarbjit Rana	Teaching Assistant
Juliette Smythe	Design Teacher
Hilary Foster	Deputy Head Teacher/parent
Kam Bhuhi	English Teacher
Jackie O'Brien	SEN Governor/parent
Lorraine Douglas	PEEA Teacher
Karen Penfold	English Teaching Assistant
Tina Searle	Music Teacher/ITT Tutor

We also have a number of teaching assistants who are working towards a Level 3 Diploma in Dyslexia and wish to progress further to develop their skills and knowledge. The college SENCo holds a level 7 in Dyslexia Leadership and Management.

Indicators of Dyslexia

Persisting factors.

There are many persistent factors in dyslexia, which can appear from an early age. They will still be noticeable when the dyslexic child leaves school.

Early age.

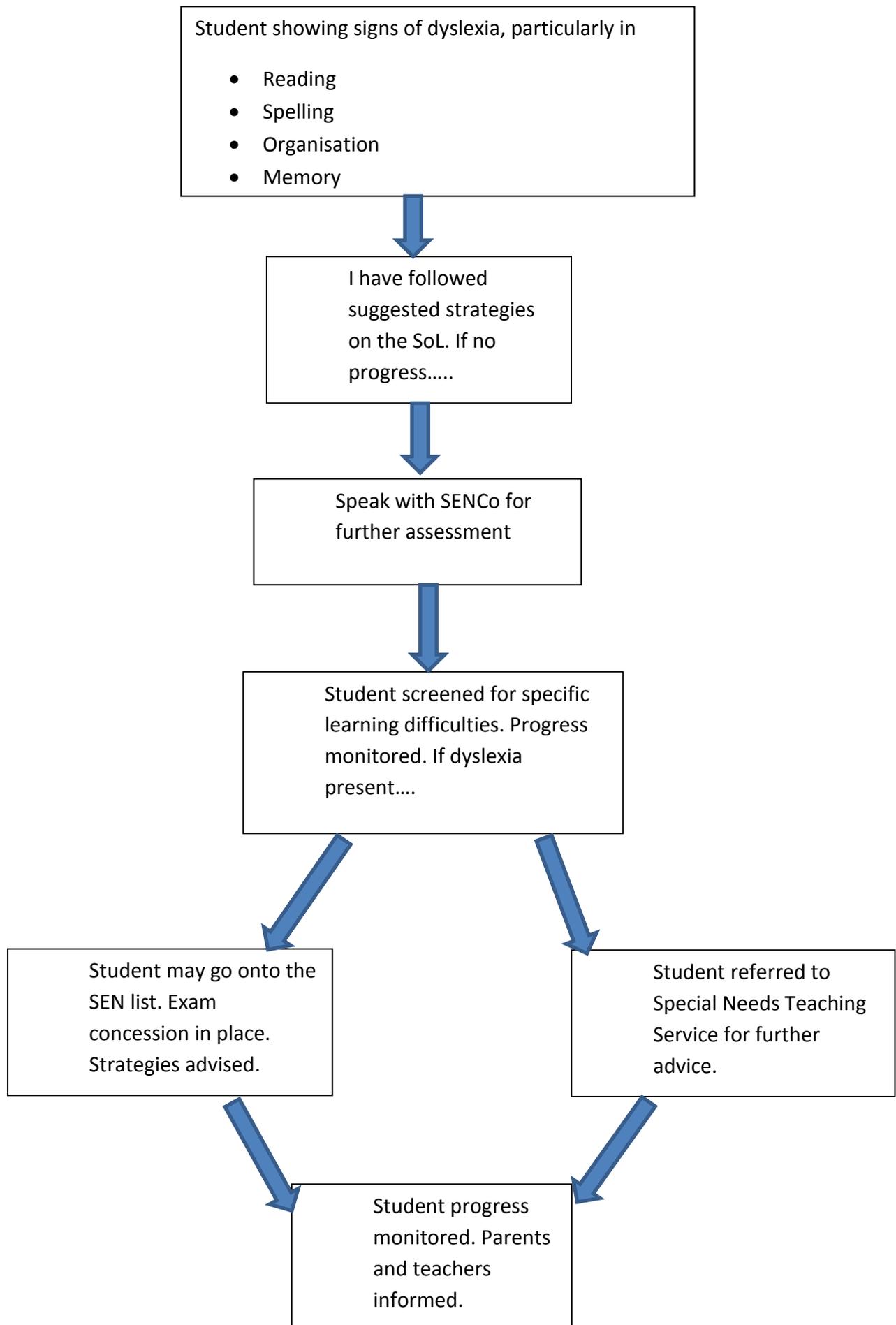
- Has particular difficulty with reading and spelling.
- Puts letters and figures the wrong way round.
- Has difficulty remembering tables, alphabet, formulae etc.
- Leaves letters out of words or puts them in the wrong order.
- Occasionally confuses 'b' and 'd' and words such as 'no/on'.
- Has problems understanding what he/she has read.
- Takes longer than average to do written work.
- Has difficulty with tying shoe laces, tie, dressing.
- Has difficulty telling left from right, order of days of the week etc
- Has a poor sense of direction and still confuses left and right.
- Lacks confidence.
- A family history of dyslexia/reading difficulties.

Aged 12 or over.

As for younger children, plus:

- Still reads inaccurately despite intervention and support.
- Still has difficulties in spelling despite intervention and support.
- Needs to have instructions and telephone numbers repeated.
- Confuses places, times, dates.
- Has difficulty with planning and writing essays.
- Has difficulty processing a long series of instructions at speed.

Referral procedure



Strengths and Weaknesses of a Dyslexic Student

Dyslexics often have many strengths and excel in certain areas of the curriculum.

Strengths

- Good visualisers
- Problem solving skills
- Lateral thinkers
- Good visual-spatial awareness
- Creativity
- Good verbal communicators
- Persistence

Weaknesses

- Visual deficit (words can move on the page)
- Phonological defect (the inability to hear sounds in words)
- Poor organisation. Students are often late to lessons or forget rooms.
- Poor memory. Dyslexics can forget names and facts, and also books and kit.
- Weak study skills and planning. Dyslexics often struggle with organising their thoughts when starting a piece of work.
- Numeracy skills, especially sequences.

Dyslexia Friendly text

- Avoid too much text and columns too close together.
- Ensure spacing between words is not too close or far apart.
- Use clear, distinct fonts such as **Arial** or **Century Schoolbook**.
- Aim for font size 12 or 14
- Use upper and lower case appropriately (avoid all upper case).
- Use illustration at the start and end of sentences, not in the middle.
- Use headings at the top of the page and clear page numbering.
- Use thick paper that is cream coloured e.g pale yellow or cream.
- Avoid underlining text as it can make the words appear to run together.
- Use boxes and borders for emphasis
- Avoid red, green and pink text as these are difficult for colour blindness.

Classroom Strategies

- Use matt/cream paper as standard
- Printed font to be Arial 14 (ask pupils their preference)
- Use of coloured rulers/overlays for reading
- Use of extra time in mocks and assessments
- Do not expect Dyslexics to copy from the board
- Whiteboard to have a clear contrast (black print on cream background)
- Ensure homework is written in planner correctly and fully understood
- Multi-sensory teaching
- Deliver instructions one part at a time
- Key words on display
- Visual timetables and lists
- Positive feedback and avoid over correcting spelling mistakes
- Provide extra time to process and complete tasks.

Homework

Remember dyslexics have had to work extra hard during the day to keep up with the processing and completion of tasks. They will often feel tired in the evening, and feel like their brain needs to catch up.

- Setting smaller amounts of work and advise short breaks
- A written or visual plan put in a prominent place is ideal.
- Divide homework tasks into manageable chunks.
- Help the child to generate ideas for writing tasks and projects before they start work.
- Give key vocabulary that they may need.
- Encourage them to present work using their personal strengths - for example, they could use pictures if they are good at art.
- Help the student to learn self-checking skills so they can go over their own work more independently. *For example, a simple process like COPS can be helpful when proof reading work: C = Capitals. O = overall appearance. P = punctuation. S = spelling.*
- Encourage the student to keep their school notes and work together in folders so they don't get lost or damaged.
- Colour coding of topics can greatly assist organisation and planning when revising
- Encourage them to make notes, such as on coloured cards, underline or highlight key words in colour, draw pictures, etc. when studying to aid their memory.

Useful Links

British Dyslexia Association (Leicestershire)

Website: <http://www.lda-dyslexia.org.uk>

Dyslexia Action (Leicester)

Website: <http://www.dyslexiaaction.org.uk>

Dyslexia Institute

Website: <http://www.cylex-uk.co.uk>

Leicestershire Parent Care Forums

Website: <http://leicestershireparentcarerforum.co.uk/what-is-parent-participation/leicestershire-parent-carer-forum/>

Dyslexia Support group Leicester

Website: <http://www.leicester.co.uk/listing/7777/>

Leicestershire County Council

Website: http://www.leics.gov.uk/index/education/going_to_school/education_psychology_service/dyslexia.htm

The Dyslexia Centre

<http://www.arkellcentre.org.uk>

Please contact Miss Trolley (SENCo) if you have further concerns and queries on ext. 117 or email ntrolley@cityleicester.leicester.sch.uk