

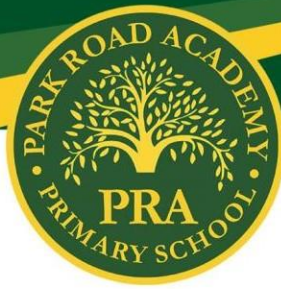


Park Road Academy Primary School



DYSLEXIA FRIENDLY POLICY

2025 - 2026



Park Road Academy Primary Dyslexia Policy

This policy should be read in conjunction with the school's SEN Policy, Accessibility Policy and Equality Policy.

Policy Statement

All staff at Park Road Academy Primary play a vital role in working collaboratively to ensure that the needs of pupils with dyslexia are identified and supported effectively. We are committed to being a Dyslexia Friendly School through appropriate early identification, assessment and provision, in line with the SEND Code of Practice: 0–25 years (2015).

We also recognise that a child's wellbeing, self-esteem and confidence are central to their learning, happiness and long-term success in school. Pupils are encouraged to see dyslexia as one aspect of who they are, and positive role models are promoted and displayed around school.

Definition of Dyslexia

There are many different definitions of dyslexia. The British Dyslexia Association (BDA) definition (2018) states:

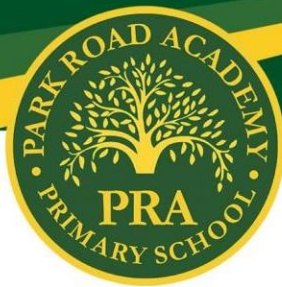
“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities and is best thought of as a continuum, not a distinct category.”

Dyslexia may also occur alongside difficulties in language, motor coordination, attention and organisation. Importantly, each pupil will have their own unique profile of strengths and needs.

Underlying Difficulties Often Associated with Dyslexia

Pupils with dyslexia may experience challenges with:

- Phonological awareness
- Working and short-term memory
- Processing and retrieving words and information
- Sequencing and rote learning
- Directionality (left/right, spatial awareness)
- Auditory and/or visual memory



However, dyslexic learners often show considerable strengths such as creativity, problem solving, oral communication skills, and resilience.

Teaching and Support Strategies

In line with the SEND Code of Practice (2015) and current BDA Dyslexia Friendly Classroom guidance, Park Road Academy staff employ a range of strategies to meet individual needs:

- Provide multiple ways for pupils to record and present ideas (e.g. mind maps, oral recordings, ICT).
- Break instructions into small, manageable steps with visual prompts and repetition when needed.
- Use multi-sensory teaching approaches (visual, auditory, kinaesthetic).
- Allow children to work with talk partners and cooperative groups to aid memory and understanding.
- Mark work positively and selectively; celebrate effort and progress as well as accuracy.
- Monitor for fatigue and adjust expectations accordingly.
- Use precision teaching, flashcards, and phonics reinforcement to support reading fluency.
- Use overlays, buff paper, reading rulers, or coloured backgrounds as appropriate.
- Provide scaffolds such as writing frames, word banks, checklists and planning tools.
- Incorporate technology where appropriate (e.g. text-to-speech, speech-to-text, spelling apps).
- Ensure all reading material is age-appropriate in interest level but matched to the child's reading ability.
- Encourage paired or group reading, and reduce the demand to / never force a child to read aloud unless confident.
- Promote creative spelling attempts without penalising risk-taking in writing.

These are examples, not an exhaustive list. Teachers adapt provision according to each pupil's individual needs.

Dyslexia Friendly Classrooms

To ensure our classrooms enable pupils with dyslexia to thrive:

- Seating plans take account of proximity to the teacher and motivated peers.
- Background noise and visual distractions are minimised.
- Resources are clearly labelled and accessible.
- Interactive boards use tinted backgrounds where appropriate; teachers use coloured pens and visual prompts.
- Visual reminders (alphabet strips, tricky words, phonics charts) are displayed.
- Classroom environments emphasise inclusion, encouragement, and a focus on strengths.



Identification of Dyslexia

All teachers share responsibility for identifying and supporting pupils with potential dyslexic tendencies. Teachers monitor progress closely using school assessment systems and adapt provision at the earliest opportunity (the “graduated approach”: assess–plan–do–review).

Where concerns arise, the following steps are taken:

1. Teacher gathers evidence of strengths and difficulties.
2. Dyslexia indicators/checklists may be used to support identification.
3. Teachers consult with parents/carers and gather their views.
4. Strategies such as overlays or coloured paper are trialled.
5. Referral to the SENDCo for further assessment, advice and coordination of support.

Where needs are persistent and significant despite targeted support, the school will consider seeking external professional advice (e.g. Educational Psychologist, Trafford Outreach Support, Trafford SENAS)

Role of the SENDCo

The SENDCo:

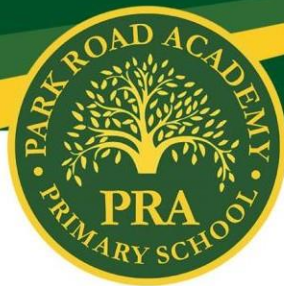
- Supports teachers with assessment and provision.
- Coordinates interventions and individual learning plans.
- Liaises with external specialists when needed.
- Ensures staff training is up to date.
- Works in partnership with parents/carers and pupils.

Partnership with Parents/Carers

We follow the principle of the SEND Code of Practice (2015) that:

“Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development.”

We operate an open-door policy and encourage parents to share concerns at any stage. Parents are supported with practical strategies and signposted to further guidance and support networks, such as the British Dyslexia Association: <https://www.bdadyslexia.org.uk>.



Monitoring and Review

This policy is reviewed annually by the SENDCo, in consultation with staff and governors, to ensure it remains aligned with statutory guidance and best practice.

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Date: November 2025

Next Review: November 2026