Park Road Academy
Primary School

DYSLEXIA FRIENDLY POLICY

2026 - 2027

Park Road Academy Primary Dyslexia Policy

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

Legal and Statutory Framework

This policy has been developed with regard to:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014, as amended
- DfE and DHSC, *Special educational needs and disability code of practice: 0 to 25 years*
- DfE, *The Reading Framework: Teaching the Foundations of Literacy*
- British Dyslexia Association guidance and current evidence-informed practice.

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

Dyslexia is a specific learning difficulty which affects the acquisition of reading and spelling skills.

In line with the British Dyslexia Association's adopted Delphi definition (2025), dyslexic difficulties exist on a continuum and can vary considerably between individuals. Difficulties with reading fluency and spelling are key indicators of dyslexia.

Dyslexia is associated with differences in the way information is processed. Difficulties with phonological processing are commonly observed, while working memory, processing speed and orthographic skills may also contribute to an individual's profile. Dyslexia may also affect other areas of learning, including reading comprehension, mathematics and learning another language.

Dyslexia can co-occur with other developmental differences and each pupil will have their own individual profile of strengths and needs.

Underlying Difficulties Often Associated with Dyslexia

Pupils with dyslexia may experience difficulties with:

- Accurate and/or fluent word reading
- Spelling
- Phonological awareness and phonological processing
- Phonological memory
- Processing speed
- Working memory
- Orthographic processing – recognising and remembering written word and spelling patterns
- Retrieving words and information efficiently
- Organising and sequencing information

The nature and extent of these difficulties will vary considerably between individual pupils and may affect other areas of learning.

Dyslexia does not define a pupil's abilities. Pupils will have individual strengths as well as areas of difficulty, and some dyslexic people demonstrate particular strengths in areas such as reasoning, problem-solving and visual or creative thinking. The school will recognise and build upon each pupil's individual strengths.

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.
- Provide systematic, explicit and appropriately paced teaching of reading and spelling. Pupils who are still developing decoding skills will receive systematic synthetic phonics

teaching and additional practice that is consistent with the school's chosen phonics program, with assessment used to identify and address gaps promptly.

- Adapt the visual presentation of materials according to individual need and preference, for example through appropriate background colours, reading rulers or overlays where these are known to be beneficial for the pupil. Where a pupil experiences persistent visual discomfort or difficulties when reading, parents/carers will be advised to seek appropriate assessment from a qualified eye-care professional.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.
- Provide supported opportunities for pupils to practice reading aloud while avoiding unexpected or pressured public reading. Pupils should be given appropriate preparation, choice and support so that reading aloud builds fluency and confidence rather than causing unnecessary anxiety.
- 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 responding to pupils who experience persistent difficulties with reading, spelling and associated aspects of learning. Teachers monitor pupils' progress closely using school assessment systems and put appropriate support in place at the earliest opportunity through the graduated approach of assess, plan, do and review.

A formal diagnosis of dyslexia is not required before appropriate support is put in place.

Where concerns arise:

1. The class teacher gathers evidence of the pupil's strengths, difficulties, attainment, progress and response to teaching.
2. The teacher discusses concerns with the pupil and their parents/carers and gathers their views and relevant developmental or educational information.
3. Appropriate targeted teaching and reasonable adjustments are introduced and their impact is monitored through the assess–plan–do–review cycle.
4. Dyslexia indicator checklists and/or appropriate screening tools may be used to provide further information about the pupil's profile. These tools may indicate possible dyslexic difficulties but do not provide a diagnosis of dyslexia.
5. The SENDCo supports further assessment, consideration of the pupil's needs and coordination of appropriate provision.
6. Where difficulties remain persistent and significant despite appropriate teaching and targeted support, the school may consider seeking advice from relevant external professionals.

Where a formal diagnosis is sought, a Diagnostic Assessment for Dyslexia must be undertaken by an appropriately qualified assessor. The school will continue to provide support according to the pupil's identified needs while any assessment is being considered or undertaken.

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.

Author: J. Cox
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Next Review: November 2027

Ratified by Trustees – October 2026