

1 UNIVERSAL - support for students with dyslexia or dyslexic traits & dyscalculia

- ✓ The Weaverham Way – our T&L philosophy which is underpinned by Safe Ready Respect
- ✓ Whole school literacy focus including Read Aloud 2 x a week for KS3 pupils
- ✓ Disciplinary literacy policies for every subject
- ✓ No Opt out approach in every classroom
- ✓ Low stakes recall tasks embedded into learning journey
- ✓ Recall strategies embedded into Curriculum Plans
- ✓ Consolidation tasks to support recall and revision
- ✓ WalkThur training for all staff to use adaptive teaching strategies
- ✓ SharePoint which holds full reports for staff to understand the picture of need for the individual
- ✓ Paper copies of knowledge organisers
- ✓ Reading Out Loud to all to aid text understanding
- ✓ Printing out of resources rather than copying from the board
- ✓ Chunking/scaffolding of work
- ✓ Revision and recall workshops, Get in Get On sessions
- ✓ Sparx Maths - diagnostic support tool
- ✓ Maths manipulatives in lessons

How home can help?

Model reading or read together

Listen to an audio book/complete IDL

Practice touch typing

Google dictate

Understood - For learning and thinking differences

Factors to consider when a pupil may need additional support:

- ✓ Reluctance to read independently or read aloud in class
- ✓ Get letters or numbers mixed up
- ✓ KMP not completed in time frame set
- ✓ FAP/CKT not completed in time set
- ✓ Long texts are a challenge for a pupil to read
- ✓ Can be forgetful
- ✓ Progress data indicating pupil is not on track
- ✓ BFL 3s and below – as pupil is disengaged
- ✓ Poor working memory-remembering the steps in the task
- ✓ Struggle to meet demands on working memory in everyday activities
- ✓ Impulsively start tasks with no plan
- ✓ Spelling

Cognition and learning is defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. A Harvard university study describes students who experience barriers in cognition and learning as lacking in area of executive functions These are a set of mental process which help us to connect experience to present action. These functions help us to plan, organise, strategies, pay attention and to remember details.

2 INTERNAL -Quality intervention – these are personalised to the individual needs

- ✓ Round robins used to gather information
- ✓ Learning Plan which includes Adaptive teaching strategies for staff to follow
- ✓ Reasonable adjustment included in Learning Plan
- ✓ IDL for students six-week programme in school
- ✓ IDL numeracy
- ✓ Log-in given to all Dyslexic students to complete work at home, termly report sent
- ✓ Chrome books provided for KMP/FAP
- ✓ Check-ins with Access and Achievement team around the child
- ✓ Lexonik/Literacy intervention
- ✓ Support with dyslexia lead LSA
- ✓ Access arrangements
- ✓ LSA support for KMP
- ✓ Colour overlays
- ✓ Reading rulers
- ✓ Reading pens
- ✓ Trelson & Claro read

3 EXTERNAL -Quality Personalised Support

- ✓ [Home | Live Well Cheshire West \(cheshirewestandchester.gov.uk\)](https://cheshirewestandchester.gov.uk)
- ✓ [Understood - For learning and thinking differences](#)
- ✓ [Welcome to the Patoss website \(patoss-dyslexia.org\)](https://patoss-dyslexia.org)
- ✓ [British Dyslexia Association \(bdadyslexia.org.uk\)](https://bdadyslexia.org.uk)