



Markland Hill Primary School

Name of Policy: Dyslexia Friendly Policy

Adopted from Bolton Council	YES/NO	Date of last update	09.06.2026
Updated	Annually		
Latest review		Date agreed by Governors:	R. Berry
		Date:	22.6.26

Current version	Previous version	Summary of changes made
June 2026	November 2024	Updated dyslexia definition; added SEND Code of Practice and Equality Act 2010 references; revised identification and assessment procedures; added reasonable adjustments and assistive technology section; updated SEND terminology; added monitoring and review arrangements.

Policy Statement

At Markland Hill, we are proud to be a Dyslexia Friendly school. Being a Dyslexia friendly school not only helps us to meet the needs of dyslexic pupils, but also the needs of pupils who have delayed Literacy skills. Indeed, evidence suggests that all children who are taught using dyslexia friendly methods are able to benefit and that, in essence, more children are able to benefit when dyslexia friendly methods are adopted throughout school. We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning. Therefore, our children are made aware of dyslexia and positive role models are discussed and displayed around school.

Markland Hill Primary School is committed to providing an inclusive learning environment in which all pupils can achieve their full potential. We recognise that dyslexia exists across a continuum and that pupils may present with a range of strengths and difficulties. We are committed to identifying barriers to learning at the earliest opportunity and providing appropriate support through high-quality teaching, adaptive practice and targeted interventions.

The school follows the principles outlined in the SEND Code of Practice (2015) and recognises its duties under the Equality Act 2010. Where a pupil's dyslexic characteristics have a substantial and long-term impact on their learning, reasonable adjustments will be made to ensure they can access a broad, balanced and inclusive curriculum.

Definition of Dyslexia

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 rather than a distinct category.

- *British Dyslexia Association and the SpLD Assessment Standards Committee*

Children with dyslexia may not only experience problems with reading and spelling, but they may also experience other difficulties with:

Areas of concerns	Typical indicators
A lack of progress in reading and/or spelling	• Lack of progress despite the use of evidence based reading and spelling interventions used consistently over a period of time

Phonological awareness	• Lack of awareness re grapheme to phoneme correspondence. • Difficulties with auditory discrimination • Difficulties with phoneme manipulation e.g. blending and segmenting • Poor word attack skills so over reliant on the use of context, picture clues or sight vocabulary etc • Mishear/mis-sequence sounds within a word when writing Bizarre unusual spellings
Verbal short term or working memory	• Difficulties with retaining information over a short period of time for example the order of phonemes in a word, blending, remembering lists and instructions etc • Difficulties following lessons and instructions Short attention span • Difficulties planning work • Difficulties with mental maths Limited/inconsistent retention over time
Verbal processing speed	• Slow, hesitant reading/writing • Slow response to instructions/conversation • Need for additional thinking/planning time
Visual difficulties (including visual stress)	• Sensitivity to white, reflective surfaces • Reports of text blurring, moving or falling • Confusions between visually similar letters e.g. b/d/p etc • Slow hesitant reading • Difficulties tracking texts • Frequently rubs eyes • Headaches
Motor processing issues	• Difficulties with speech production when reading • Poorly formed handwriting • Slow writing speed • Poor cursive writing • Difficulties writing on the line • Omits letters from familiar words • Difficulties with co-ordination e.g. shoe laces/buttons, using a knife and fork, dressing and catching a ball etc
Sequencing issues	• Ordering phonemes in words • Learning the alphabet/days of the week/months of the year etc • Frequently crosses out work

Identification of Dyslexia

The school's policy for assessment and identification of pupils with Special Educational Needs and Disabilities (SEND) is set out in the SEND Policy. It is the responsibility of class teachers to recognise the early indicators of dyslexia and discuss any concerns with the SENCo. Parents and carers will be informed of concerns and involved throughout the process. In some cases, parental concerns may be the first indication that a pupil requires additional support.

The school follows the graduated approach outlined in the SEND Code of Practice (2015) through the Assess, Plan, Do, Review cycle.

- Staff will carefully monitor pupils' progress, attainment and areas of strength and need.
- Class teachers will report concerns to the SENCo and ensure that appropriate adaptive teaching strategies are in place.
- The school will inform and work collaboratively with parents/carers when concerns arise.
- Following discussion with parents/carers, the SENCo may arrange screening where appropriate. Screening tools can identify indicators of dyslexia and provide information about a pupil's learning profile; however, they do not provide a medical diagnosis of dyslexia.

Where screening results, attainment data and professional judgement indicate a need for further investigation, the SENCo may arrange additional assessment. These assessments evaluate literacy, processing and memory skills and provide a detailed profile of strengths and areas of need.

The assessment process is designed to identify whether a pupil presents with a dyslexic profile and to determine the most effective strategies, interventions and reasonable adjustments to support learning.

Assessment outcomes will be used to inform provision, classroom practice and individual support plans. Parents/carers and pupils will be involved in discussions regarding outcomes and the support provided.

Provisions

Access to the mainstream Curriculum:

- Pupils with dyslexia have access to the full, broad and balanced curriculum. All staff are responsible for meeting the needs of pupils with

dyslexia and have an understanding of implications this has on the subject they co-ordinate.

- Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources.
- Staff produce learning materials that are dyslexia friendly.

Staff support pupils in some, or all, of the following ways on a day-to-day basis.

General:

- Raise pupils' self-esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.
- Use the information in the current Provision Map. The SENCO will have assessed the pupil and prioritised what needs to be learned.
- Give limited instructions at a time. Ask pupils to repeat instructions to you. Repeat instructions until s/he can repeat them back.
- Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.
- Use of routine and structure in an organised classroom.
- Use of visual timetables.

Reading:

- Do not ask pupils to read aloud without preparation.
- Teach unfamiliar subject words.
- Help with study skills such as skimming, scanning, selecting key words.
- Teachers' handwriting is legible and worksheets are typed in dyslexia friendly fonts- Century Gothic

Spelling:

- Mark written work on content and encourage the use of a wide vocabulary.
- Correct only a few errors. Do not cover work in green ink.
- Teach the spelling of subject specific words. Do not overload pupils
- Give all pupils a list of subject specific words on their knowledge organiser to be stuck into their exercise books for reference.
- Have lists of subject specific words on display in teaching rooms.
- Allow the pupils to read work back to you if you cannot read it.

Written work:

- Encourage legible handwriting but do not expect it to change.
- Do not ask for work to be written out again unless it is much worse than usual.
- Accept less written work.

Assistive Technology and Reasonable Adjustments

- Markland Hill Primary School recognises that some pupils with dyslexic characteristics may benefit from reasonable adjustments to support

their access to learning. The use of support will be determined according to individual need and may include:

- Additional processing and thinking time.
- Visual timetables, word banks and classroom displays.
- Access to coloured overlays or coloured backgrounds where beneficial.
- Enlarged or adapted worksheets.
- Alternative ways of recording learning, including oral responses.
- Access to technology such as tablets, laptops or reading software where appropriate.
- Multi-sensory teaching approaches.
- Pre-teaching and overlearning of key vocabulary and concepts.
- Small group or individual interventions where appropriate.
- These adjustments support pupils in accessing a broad, balanced and inclusive curriculum and are reviewed regularly to ensure they meet individual needs.

Assessment

Teachers and staff are mindful of managing the needs and self-esteem of dyslexic children in their marking and feedback. Where a child has known difficulties or identified dyslexic characteristics, then teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focused upon high frequency words primarily.

Transition

In order to make a smooth transition from primary to secondary school, pupils identified with dyslexia or presenting with dyslexic characteristics, will be marked on the schools Bromcom data base. This information will then transfer as pupils move from primary to secondary. The Role of SENCos will be to transfer information between schools to ensure all relevant information is given to support learning. Primary schools will notify parents information has been passed on. To support new arrivals into the school during the year, each receiving school will have to ensure that student files on transfer are checked and a school will carry out further assessments if required. School admissions forms/applications will be checked.

Examinations

Exam accommodations can include:

- Access arrangements will be considered in line with current Standards and Testing Agency (STA) guidance.
- A reader.
- Oral language modifier.

- A scribe.
- Using a computer instead of handwriting.
- Using assistive software (screen reader/voice recognition).
- Exam papers to be on a coloured paper in dyslexia friendly font.
- Hard copy instead of on-screen.
- Supervised rest breaks.

To access the above

1. Pupils need to be at a substantial disadvantage in comparison to someone who is not disabled. The school needs to ensure that reasonable steps are taken to overcome difficulties.
2. Pupils need to have a history of difficulty with writing or accessing information and the use of examination support will be their normal way of working within school and reflect the support given to the pupil within the school, particularly with the use of word processor or scribe.
3. The history may include a formal diagnosis of Developmental Co-ordination Disorder. The disability shall have a substantial adverse effect and be a barrier to assessment.
4. Schools will need to meet the requirement set by Standard and Testing Agency for early years to key stage 3.

Partnership with Parents

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents have regarding their child. We share information with parents about the measures that are being taken to address the child's difficulties and ensure that parents understand the system.

Training

Schools will regularly update staff on dyslexia awareness through

- Inset days
- Training events for teaching assistants, parents, governors and SENCos
- Through planned programmes – ECT training schedules
- Through quality assurance processes such lesson observations, faculty and leadership link meetings

Monitoring and Review

- The implementation of this policy will be monitored by the SENCo and Senior Leadership Team through learning walks, pupil voice activities, provision reviews, staff feedback and analysis of pupil progress.
- The policy will be reviewed annually or sooner if there are changes to national guidance, legislation or local authority recommendations.