Dyslexia Friendly Primary Schools in South Ayrshire

Parent Presentation

“being an effective school and becoming dyslexia friendly seem to be two sides of the same coin”

Neil Mackay 2001
Where has the DFS model come from?

- The DFS model has been around for at least 10 years and is used successfully in many local authorities.
- Traditional approaches to Dyslexia in schools have often relied on a limited formal assessment and intervention model which individualised specialist support and planning once clear evidence of literacy failure was established.
- Children’s views, and the social and emotional impacts of literacy difficulty, were not always considered in this model, and the professional language used could exclude parents.
- In contrast the inclusive, positive and pro-active Dyslexia Friendly Schools model clearly establishes whole school accountability for supporting all children at risk of literacy failure at an early stage, and involving pupils and parents closely in the process.
What is involved in being a Dyslexia Friendly School?

The DFS model involves:

- raised awareness of dyslexia within the school community
- Peer awareness and support
- Child centred planning with pupil involvement and preferences
- Parent partnership
- Detailed tracking of literacy attainment and progress
- Continuation of a staged intervention approach for all additional support needs
- Use of evidence-based, time-limited and evaluated interventions – with pupil involvement in target setting
What makes a classroom dyslexia friendly?

- Teacher has Dyslexia antennae
- Effective class layout/ traffic light system
- Teacher is discreet with praise
- Engagement with pupil’s views and choices of support
- Identification of “at risk” pupils
- Noticing and adjusting
- Monitoring and tracking /literacy profiles
- Collaboration and engagement with parents

- Build a success every day
- Be on message “it’s OK to be dyslexic”
- Use peer support imaginatively
- Be organised
- Have clear “access help” rules
- Scaffold learning
- Set gettable goals
- Measure progress in small chunks
- Build resilience
Being Dyslexia Friendly

‘One of the basic principles of becoming a dyslexia-friendly school is the expectation that teachers take immediate action when faced with learning needs, rather than refer for assessment and wait for a ‘label’. In a dyslexia-friendly school all teachers are empowered, through training, policy and ethos, to identify learning issues and take front-line action.’

*Dyslexia Friendly Schools pack :BDA*
Famous Dyslexics
Who do you recognise?
Children’s views of what makes a school Dyslexia friendly
Why DFS now?  
The “Scottish Dyslexia Revolution”

Scottish Assessing Dyslexia Toolkit 2010 makes all teachers accountable for identifying children at risk of dyslexia.

Vast advances in neuro-cognition help us to understand how complex learning to read is.

GIRFEC – the child at the centre

HMIE Report 2008 recommends DFS.

Curriculum for Excellence: literacy across the curriculum.

SAC Dyslexia Friendly Schools
Setting up the DFS Process in South Ayrshire

- **Self Evaluation DFS Indicators** agreed and piloted 2009
- 25 Primary Schools opt in 2010 for 2 year process: all clusters involved
- **All Primary schools signed up August 2011**
- Support from Psychological Service
- Training for all staff including Scottish Assessing Dyslexia Toolkit
- Neil Mackay – secret weapon..
DFS process in action

- Identified key link teacher(s) in each school
- Key link teacher network between schools
- School DFS Steering group set up with input from parents and pupils
- School Dyslexia Audit of staff, pupils and parents and Action Plan
- Whole School training
- Implementing action plan
- Continuing higher level training for key link teachers
- Accreditation by Quality Improvement Team / Psychological Service based on evidence portfolio, observation, and discussion with parents and children
- SAC DFS award
SAC Self Evaluation model:

Key areas

1. Whole School Commitment
2. Early Identification and intervention
3. Assessment
4. Dyslexia Friendly Classroom
5. Pupil Perspectives
6. CPD
7. Planning at Primary – Secondary Transition
8. Partnership with parents
## Self evaluation Area 8

<table>
<thead>
<tr>
<th>Area 8 Partnership with parents</th>
<th>Evidence</th>
<th>Planning</th>
<th>Working towards</th>
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<tr>
<td>All Parents are made aware of the DFS process and SAC guidelines on Dyslexia assessment and intervention</td>
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<td>Parents are given clear written early notice of any school concerns on literacy progress</td>
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<td>Parents’ concerns are respected and acknowledged</td>
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<td>Information from parents contributes to the child’s profile</td>
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<td>There is a system in place for informal regular sharing of information about progress, supports in place, and targets</td>
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<td>Workshops are available for parents on supporting children with Dyslexia</td>
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Training activities
What it feels like 1:

- write down the dictated passage – but replace every vowel with an @ instead.............

  e.g. d@g = dog

with acknowledgement and thanks to Neil Mackay
What it feels like 1

Original

• Once the brain has learned to read a word, it can use this knowledge to read new words. The brain quickly learns which words look right and which words need to be checked in a dictionary. The self teaching function of the brain means that once the correct circuits are in place, the brain continues to reinforce those circuits, making them stronger

Your version

• @nc@ th@ br@@n h@s l@@rn@d t@ r@@d, @t c@n @s@ th@s kn@l@d@dg@ t@ r@@d n@w w@rds. Th@ br@@n q@@ckly l@@rn@ wh@ch w@rds l@@k r@ght @nd wh@ch w@rds n@@ t@ b@ ch@ck@d @n @ d@ct@@n@ry.................
For this next exercise you will need a pen, a piece of paper and a watch. Please copy down the following text using the opposite hand to which you usually write with. You should complete the task within two minutes.

Addysg
Mae gwaith yr Uned Dyslecsia yn ymestyn dros ardal eang Gogledd-Orllewin Cymru, a'r rhan helaethaf ohoni'n wledig. O ganlyniad, nid yw'r Uned yn cynnal canolfan addysgu. Mae ganddi swyddfeydd ac ystafelloedd at ddefnydd athrawon, ond addysgir yn bennaf mewn ysgolion neu leoedd eraill.
Examples of Good Practice in a Dyslexia Friendly School
Get organised!
Get the right toolkit

Ask (nicely) for photocopied notes

Highlight important bits of text so you can find them easily

Use mind maps

Computer Software Packages
These can help you improve your planning, presentation and spelling.
Evidence of learning

You can do it as .......

• Paragraph / sentences
• Bullets
• Flow chart
• Story board
• Mind Map
• A model
• ‘Physical theatre ‘ representation
Other forms of recording:

- Recording onto tape or video camera
- Oral presentation
- Dictation to an adult or peer
- Word processing and the use of support packages. e.g. Clicker, Text Help, Crick.
- Voice recognition software
- Diagrams and charts
- Mind maps and supporting software e.g. Kidspiration
- Storyboards
- Power Point presentations
Writing:

- Use writing frames, cloze procedure exercises and jumbled text.
- Ensure learners have a model close by to copy from.
- Allow students with literacy difficulties to write directly onto worksheets, or use highlighters to select key information.
- Provide key words for independent writing.
- Encourage the use of spellcheckers and word mats.
Coats Box

Post its
Magnetic letters
Pencil grips
Highlighters
Rainbow Arc
Plastic letters
Reading frames
Coloured overlay strips
Help cards
Days of the week
Tables Card
Maths symbols
B/D cues
Adjective and noun grids
Whole School

- School displays
- "I am dyslexic" pupil presentation to the school during assembly
- Teaching / non teaching staff in-service
- Resources for whole staff use
- Primary / secondary transition meetings and visits
- School policies
- Inclusion
- Consideration of AiFL and ACE
- Headstart Music therapy Mini-fit programme Music electives
- 24 SAC Dyslexia Friendly Schools
Understand the work

Beginning to understand, but need more practice

Do not understand the work
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Head Start

“Brain Training” Programme
My name is Campbell.
Ear protectors to concentrate..
Demonstrating useful tools
Trying out overlays
Have you tried any of these to help you with your work?

What have you used?

Did it help you?

How did it help?
Dyslexia Friendly Display
- 10 Ten
- 20 Twenty
- 30 Thirty
- 40 Forty
- 50 Fifty
- 60 Sixty
- 70 Seventy
- 80 Eighty
- 90 Ninety
- 100 One hundred
- 1000 One thousand

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Spelling Strategy

- **LOOK**
- **SAY**
- **DO**
- **COVER**
- **WRITE**
- **CHECK**

- How long is the word, what shape? Like what other words?
- Break the word into chunks
- Trace over the letters with your finger
- Draw the shape of the word on scrap paper
- The word. Keep it in your head. Think of a cue
- **WRITE THE WORD** - Does it look right?
- **CHECK THE CORRECT SPELLING**
Dyslexia Friendly School  Teddy keeps an eye on things......
Famous Dyslexics Poster Activity

- All these people have Dyslexia
- Support 4 dyslexia
- Actors
- Racing drivers
- Inventors
- Leonardo da Vinci
- Art
- Spelling
- Reading
- Even royalty
- Don’t worry, all these people have Dyslexia!
More what it feels like ......
What it feels like 2: Read this and circle the correct answers!

- frog lives in a pond
- has 2, 3, 4 legs
- SAC Dyslexia Friendly Schools
What it feels like 2 : the solution!

- Fred is a frog
- Fred lives in a pond
- Fred has 2 3 4 legs

- Fred is
Imagine you are on a desert island and one of the only things you rescued from your ship was a large paper clip, how many uses for it can you think of? Give yourself a couple of minutes to come up with suggestions and make a written record of your efforts.

What it feels like – the positive creative side of many dyslexics………
Imagine you are on a desert island and one of the only things you rescued from your ship was a large paper clip, how many uses for it can you think of? Give yourself a couple of minutes to come up with suggestions and make a written record of your efforts.

- hair clip
- stirrer for food
- something to pierce holes with
- to fasten clothes with
- as a skewer
- as part of a trap mechanism
- as a needle for making nets with
- as a scratcher
- as a dart
- tent peg
- to start a fire with
- as a hook
- to clean your nails with
- a fork
- to hang clothes on a washing line with
- as a corkscrew
- as a nail
- as a surgical instrument
- as part of a musical instrument
- heat it up to mark trees with
- as a marker for a sundial
- as the end of a spear
SAC : DFS outcomes

- Clear policies and practice to support a dyslexia friendly environment
- Increased confidence of staff in identifying dyslexic features and responding
- Improved peer awareness and support
- Early informal and flexible identification and intervention
- Evidence based literacy profiling, tracking and evaluation of teaching strategies
- Long term improved attainment in literacy
- Pupil views included in practice
- Training needs identified and addressed
- Successful Partnership with parents
- SAC DFS Award
Key Scottish web resources

- http://www.frameworkforinclusion.org/dyslexiaassessment
- http://www.dyslexiascotland.org.uk
- http://www.supportingdyslexicpupils.org.uk
- http://www.dyslexiatransition.org/