



Dyslexia Policy

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Review date: November 2026

Approved by Advisory Board: December 2025

Linked with other policies:

S. Day-

Signed:

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
New policy	November 2023		
V2	November 2024	P3 Key Principles	3 rd bullet point: 'Differentiation' changed to 'adaptation' 4 th bullet point 'and carers' added
		P4 last paragraph	'Dyslexia Champion' changed to 'Neuro-Diversity Lead'
V3	November 2025	P3 1 st paragraph	Rose report (2009) definition removed. Replaced with IDA 2025 Definition of Dyslexia
		P4 1 st paragraph	'Dyslexia Champion' replaced with 'Neurodiversity Leader'
		P4 Assessment arrangements	'ICT' replaced with 'assistive technology'

Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography.

- **IDA 2025 Definition of Dyslexia.**

Aims:

All staff at All Saints School play a vital role in working collaboratively to ensure that the needs of pupils with dyslexia are met effectively. All staff will be committed to ensuring we are a Dyslexia Friendly School through appropriate identification, assessment and provision.

The aims of this policy are to facilitate and encourage:

- whole school responsibility for supporting students with dyslexia
- dyslexia friendly learning environments
- early identification of students at risk of experiencing literacy delay
- effective and equitable access to planned support using staged intervention
- appropriate intervention strategies relevant to the student's specific needs
- effective profiling and tracking of students' literacy development
- innovative relevant curricular initiatives
- a range of CPD opportunities relating to Dyslexia for all staff
- effective networking for sharing and celebration of good practice
- students' resilience, empowerment and choice

Key principles on which good practice is based:

- the early identification of children at risk of developing literacy delay or difficulty, and the implementation of appropriate intervention
- an accurate description of the students' difficulties through a variety of assessment strategies
- equality of access to the curriculum through appropriate individual planning and adaptation
- recognition and encouragement of the effective role which parents and carers may play in partnership with schools
- full involvement of young people in discussion of their additional support needs and progress
- embedded peer awareness and support

Roles and Responsibilities

It is the responsibility of all staff to ensure the needs of individual students with dyslexia are met.

Identification and Assessment

In summary, dyslexia assessment should include:

- The assumption that dyslexia is a broad continuum with highly variable presentation
- A clear evidence base in the form of a literacy profile
- Early identification and intervention using basic checklists and class teacher knowledge of the child
- The belief that assessment is complex, dynamic and ongoing
- A balance between in-child and environmental factors
- Individual learning styles and preferences
- Learner's perspective, behavioural presentation, and motivation
- Parents' and carers' perspectives
- The understanding that specific difficulties commonly overlap

Who observes signs of difficulties and/or assesses?

Initially the class teacher takes responsibility for recognising the possible signs of dyslexia. The teacher, with help from the Neurodiversity Leader, OT and SENDCo, adapts learning and teaching approaches to ensure the learner's needs are met appropriately. A record is kept of the approaches that are put in place. Parents are consulted.

If the student does not seem to respond as hoped and there is little or no recognisable progress despite appropriate intervention, over a reasonable period of time, the student will be offered individualised interventions. There is continuing liaison between school and home, and progress continues to be monitored with records being kept.

Assessment Arrangements:

Any sort of language-based assessment should be allocated additional time for pupils with dyslexia and a scribe, planning support or use of assistive technology should be considered as well as accepting work in a different format. (eg a picture board to show knowledge and understanding of a topic rather than written evidence.) Any reading element attached to a maths assessment should be addressed through reading questions to a pupil to ensure that it is the specific mathematical objective that is being assessed.

Monitoring and Evaluating:

All teachers should be continually monitoring and evaluating progress and adapting provision where appropriate.

Parent/Carer Partnership

To ensure we are best meeting the needs of our dyslexic learners, it is vital that there are strong links between school and home. Having a child with dyslexia often increases anxiety over progress in school. As a result of this, at All Saints School we are always looking to develop strategies to forge stronger links and reduce anxiety for parents.

ARRANGEMENTS FOR EVALUATION OF THIS POLICY

It is essential that all of the issues addressed throughout the document be regularly reviewed to ensure that:

- The school's dyslexia policy is clearly understood by all staff.
- Appropriate strategies are used to meet learning needs.
- The most effective use is made of all resources.
- There is a consistency of approach across all classes.
- All Saints School is a Dyslexia Friendly learning environment.

A variety of evaluation procedures are used on a regular basis to ensure effectiveness and development. The Neuro-Diversity Lead, SENDCo and the Head Teacher will be responsible for the evaluation.