



Policy Name: Dyslexia Policy 2024-25

Policy by Fionnuala Nic Conmara, Head of Inclusion

Date of policy review: February 2025

Date of next review: February 2026

DYSLEXIA POLICY
Jumeirah College 2024/25

This policy is reviewed annually to ensure compliance with current regulations

Key staff involved in the policy

Role	Name(s)
Head of Inclusion	Fionnuala Nic Conmara
Head of Inclusion Line Manager (Senior Leader)	Robert Kesterton
Head of Centre	Nicholas Brain

Supporting Pupils with Dyslexia

We recognise that some pupils, despite often having average or above average intellectual ability and good oral skills, have unusual difficulty learning to read or to spell and write fluently. These pupils may be described as having specific learning difficulties or dyslexia. We note that many of our pupils may not be identified due to their high academic ability.

We recognise that these pupils have special educational needs and that these needs have to be met to the best of our ability and resources; we recognise that these pupils have skills and talents which need to be nurtured and developed and that they have the same right of access to the curriculum and to all the activities of the school as all other pupils.

We will therefore make the following arrangements to try to ensure that their needs are met.

Screening

We will operate a screening and monitoring programme to try to ensure that all pupils who are experiencing difficulties with aspects of literacy are identified as early in their school career as possible.

We will triangulate results from a selection of the tools below:

- CAT 4
- GL Progress Tests

- NGRT (X3 per year)
- WIAT-3
- YARC
- DASH
- Sample of the student's work
- Observation
- Student's primary school records
- Consultation with the student's teachers and parents.

The Head of Inclusion will create a one-page document yearly, which captures the data above and allows the Sfl to screen easily for students who may have barriers to learning. If we have concerns regarding a student we will follow the [Identification Pathway 2024-25](#) and complete the steps outlined in the [Referral Pathway and form 24-25](#).

If necessary, following that we will prepare appropriate education plans in the form of the Learner Profile, setting out the provision we propose to make for the pupil and the objectives for that provision. This provision will be discussed with the pupil's parents, who will be kept informed of progress. If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable discrepancy between the pupil's oral skills (talking and listening) and his/her attainment in literacy skills and that he/she may need more specialist help than we are able to provide from within our resources, we may, following consultation with parents, refer the pupil for assessment by an educational psychologist. We will provide the parents with a list of recommended providers.

Following discussion with the psychologist we will formulate a revised learner profile/IEP. The revised plan will set out the provision that we can make within our own resources, and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her learning needs, will be made aware of the agreed plan and the agreed strategies to help give him/her access to the curriculum.

Sfl Interventions

We endeavour to provide in-class support as a priority. However, some students are placed on wave 2 intervention as their need is greater than what teachers can provide through quality first teaching. All interventions are collated on the SfL intervention document. This document is shared with HoDs and HoYs to ensure all teachers are aware of the interventions currently in place.

In-class support

In some cases a learning support assistant (LSA) may be placed in lessons to support the pupil. The LSA will coordinate with the teacher to ensure appropriate and effective support is provided.

Withdrawal

In some cases a student may have an Arabic, MFL exemption and/or reduced GCSE. In this case the student will come to SfL for tailored support outlined below.

One-to-one phonics intervention lessons

For whom: for students with dyslexia and gaps in their phonic knowledge

Who delivers: TPA; also supports KHA and SDS to implement this programme.

When: Once/twice per week depending on need

Baselined: X2 year using WIAT

Davis Programme

One to one sight word programme

For whom: only one student, who is a pre-reader

Who delivers: DAL

When: one period per week

Baselined: Student unable to take any formal testing.

Lexonix Leap

For Whom: Students with a SAS of -85 on NGRT

Who delivers: DFI, DAL recently trained

When: 2 X 30 minutes for one year

Baselined: Using tests provided by Lexonik

Lexonik Advance

For Whom: Students with a SAS of 85-115 on NGRT

Who delivers: FNC, MLO, SME recently trained

When: 6-8x40min

Baselined: Using tests provided by Lexonik

Lexonik Vocabulary

For Whom: All students

Who: All teachers

When: during all lessons

In-class Support in English lessons (year 7-11)

For Whom: Students with literacy SEND/AEN needs

Who: LSAs with English as their specialism

When: During English lessons

Baseline: School data, summative/formative assessment

Intervention lessons in Sfl

What: Over learning of English Curriculum

For Whom: Students with an MFL/Arabic exemption, and/or take a GCSE less. (usually in small groups)

Who: SDS and FFA, English specialists

When: During the exempted lessons above.

Baseline: School data, summative/formative assessment

Form Time English Interventions

What: Over learning of English Curriculum

For Whom: Year 10 and 11 Students who are below their English MEG. Students who were identified as needing more support. No SEND required.

Who: ATI (English teacher)

When: During form time Mon/Wed/Thurs

Baseline: School data, summative/formative assessment

Lexia

What: Online programme the baselines students and provides support in vocabulary, grammar and comprehension.

For Whom: Wave one of literacy support.

Who: Students with parental/LSA support

When: Students can complete in their own time. Some students coming to SfL also work on the programme.

Baseline: School data, summative/formative assessment

ELL Support

Language based support for students with English language needs.

For Whom: ELL students

Who: Syed Sarmad

When: MFL exemptions/GCSE-English as a Second Language, Study period

Baseline: TBC

Speech and drama lesson

A lesson to support students' oracy, effective communication skills.

For Whom: For students with pronunciation needs.

Who: RBU

Students on the Life Skills programme

When: One period a week

Speech and language therapy

Bruce Wexler Programme

For Whom: Student with S&L needs

Who: external SLT

When: One period per week

Quality First Teaching**Training**

The SFL department will provide targeted training to teachers to ensure they are up to date with the latest developments in dyslexia.

[Copy of Dyslexia Training 14.01.20](#)

[Creating Worksheets and Presentations for Students with Dyslexia Reading](#)

[Remediation for the Dyslexic Learner Final](#)

[Supporting the student with dyslexia in secondary schools](#)

[2.11.23 New Teachers Dyslexia](#)

Resources

Strategies may, depending on the needs of the pupil, include the use of word banks, personal (illustrated) dictionaries, the use of spell check and other assistive technology such as Read and Write.

If appropriate the pupil may be allowed to produce work using a laptop so that he/she should be able to correct it more easily. This will be considered, especially, in cases where the pupil has major difficulty with the technical aspects of handwriting or with speed of handwriting.

Teachers are encouraged to support students with vocabulary acquisition across all subjects by using appropriate applications such as Quizlet and Pear Deck.

Reading Aloud

All staff will try to be as sensitive as possible to sources of anxiety and embarrassment, e.g., being asked to read aloud in class. If the pupil's learner profile/IEP states, "do not ask to read aloud", the teacher will abide by this. This was written in agreement with the pupil's parents. It would be beneficial to acknowledge this agreement with the pupil, in order to reduce any anxiety they may experience.

This can be reviewed termly as the students develop and grow in confidence, they may feel more comfortable. The teacher could sit with the student and develop a series of targets to develop their confidence.

"X will read one sentence aloud to a classmate."

"X will read one sentence aloud in a small group."

"X will read one sentence to the entire class, with one week to prepare."

Copying

Teachers will refrain from asking pupils to copy large amounts of written material from the board. If they do need to copy, the teacher will ensure each alternate line is coloured differently. Teachers will ensure there are copies of notes available on Google Classroom, rather than expecting students to write them during lessons.

Handouts/Presentations

When creating handouts/presentations teachers will implement the following considerations.

<https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

Marking

Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content rather than absolute spelling or grammatical accuracy (unless SPAG marks apply). They will focus on 1-2 main spelling/grammar focus in each body of work.

Teachers will also implement alternative ways of assessing student progress rather than through written tests solely.

Homework

Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which should be capable of completion within a reasonable period of time. Teachers will also try to ensure that assignments set by different departments are coordinated and do not impose an unfair burden on the pupil.

Repetition

We are aware that pupils with Specific Learning Difficulties (dyslexia) may have experienced "failure" and that often their motivation for work involving literacy is low. We are conscious of the need to try to make these tasks as stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a good deal of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

Parents

We will host training sessions for parents in order to ensure they have a deep understanding of dyslexia. We will suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme. Depending on the age and stage of the pupil, they may contribute by, for example, making and illustrating personal dictionaries and word banks; reading to their child on a regular basis; participating in paired reading schemes; hearing their child read every day; helping their child with study and revision.

[Understanding the difference between dyslexia, dyspraxia, ADHD and autism](#)

[Understanding Dyslexia. May Newsletter.pdf](#)

[Understanding and Supporting the Student with Dyslexia](#)

Exams

We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations so that their knowledge, skills and understanding can be fairly assessed. If it is established that the pupil meets the criteria for special arrangements, we will ensure they receive them in exams across all year groups and throughout the year. This may involve giving the recommended extra time; allowing the questions and responses to be read to him/her; allowing the pupil to have access to scribe/laptop etc. As of September 2024 students with the accommodation of a reader will now have

access to a computerised reader. This empowers students to be in control. Another advantage is the computerised reader is allowed to “read” the English Language GCSE paper whereas a human reader is not.

Students are also now offered the choice to use a reading pen. This must be the JCQ approved <https://cpen.com/products/examreader>. This pen must be purchased by families but has the potential to support students both in and out of exams.

The Head of Inclusion will apply for exam access arrangements following the guidelines set out by the relevant exam boards. (See policy on access arrangements)