Dyslexia

POLICY

Purpose

- To ensure that Ocean Grove Primary School has a shared rationale and understanding in the common approach to the identification, assessment and support provided for students with dyslexia, dysgraphia and dyscalculia.
- To promote in all students a love of learning and prepare them for achievement and success in the future.
- To outline strategies and procedures that teachers will use to make our classrooms dyslexic friendly.
- To ensure that structured collaboration is observed between students, their parents/carers, teaching & non-teaching staff, professional support services, private associations.
- To help parents/carers understand their dyslexic child's strengths and difficulties and to support them in helping their child's learning.

Guidelines

Dyslexia is often referred to as a hidden disability and is defined as an 'unexpected difficulty in reading in comparison to one's intelligence'. Although dyslexia may vary from person to person, common characteristics among people with dyslexia are difficulty with spelling, phonological processing (the manipulation of sounds), numeracy and/or auditory short term memory.

Each student should have access to a teaching environment that is dyslexia friendly. This environment should be informed by current & best practice for students with dyslexia, dysgraphia and dyscalculia. Teaching staff should be knowledgeable of the unique nature of each dyslexic student's specific learning needs and they should be familiar with the diverse pedagogical competencies associated with the effective management of the educational needs of dyslexic students.

Students are regarded as active participants in the learning process and they will be involved in the setting and reviewing of learning targets. Students will provide essential feedback on their progress and on the effectiveness of support strategies.

Students with dyslexic difficulties will be provided with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet their individual needs; this will include materials and tasks tailored to suit their particular learning profile.

Students with dyslexia, dysgraphia and dyscalculia may have their needs met within the mainstream classroom with an Individual Education Plan (IEP).

We continuously aim to increase the expertise of teaching staff through collaboration and shared lesson planning to ensure that the diverse range of needs of the learner are appropriately managed in the classroom and to ensure that good practice is shared across the curriculum.

Dyslexic students should additionally have access to:

- Multi-sensory and flexible approaches to teaching & learning.
- Enrichment programmes that target support for their specific learning difficulties.
- Support with organisation and the development of study skills.
- Pastoral support so as to provide opportunities to discuss anxieties and improve self-esteem.
- Diverse resources (whenever possible) that include computers, tailored software and online materials.
- Opportunities to investigate their learning power that will help develop their own learning style.

Monitoring is the joint responsibility of the classroom teacher and the Assistant Principal and the aim is to identify and support students who have learning difficulties as early as possible. The process of assessment is conducted over time through an ongoing programme of testing, intervention and review. The process of assessment will involve:

- Analysis of reading, writing and spelling through a range of diagnostic tests,
- Examination of schoolwork through book checks and direct student observation,
- Use of feedback from class teachers, specialist teachers, parents/carers and the student,
- Analysis of Victorian Curriculum test results as well as internal examination reports,
- Target setting, via an IEP, to help monitor & measure student progress over time.

Implementation

- All teachers will deploy a range of strategies & resources designed to ensure that the curriculum content is appropriate to the student's level of understanding and interest.
- The school recognises the benefits of technology for a child with a dyslexic type learning difference and will provide resources where appropriate.
- The school will develop our links with outside agencies such as SPELD to ensure consistency in a child's learning when they receive additional support outside of school.
- The school will continue to raise staff awareness and take advantage of any professional development opportunities to increase our knowledge of best practice in meeting the learning needs of dyslexic children.
- The school recognises that standardised testing may not be appropriate for dyslexic learners. While NAPLAN remains an important part of our formal assessment we understand that classroom teachers will be best placed to decide which assessments are most appropriate for individual learners.
- The school may provide withdrawal programmes such as *Success and Dyslexia* will be provided as required.
- Teachers will have the freedom to adapt class work, homework, marking and assessments to fit the needs of the child. This includes providing more time for assessment tasks.
- Multi-sensory and visual learning preferences will be recognised and alternative ways of presenting work will be accepted as evidence of learning.
- Teachers will use a range of indicators on children and will discuss any concerns and decide upon an appropriate course of action with the Assistant Principal.
- Classrooms will be monitored throughout the school year to ensure they are dyslexic friendly.
- The school will draw on advice (as necessary) from the range of support services available within the Region. These specialist services will work with the school staff, not necessarily directly with the child, to achieve a better understanding of the factors that may be helping or hindering progress and to identify ways forward.
- All teachers and teaching assistants undergo awareness training to help them identify, support and monitor the progress of students that have learning difficulties. Staff will be provided with particular guidance in relation to dyslexia awareness so that they are well positioned to identify difficulties of a dyslexic nature, understand the needs of dyslexic students and help them to learn more effectively.

Policy Review and Approval

Policy last reviewed	August 2026
Approved by	Principal
Next scheduled review date	August 2028