



Glenwood Primary School

Dyslexia/SpLD Policy

‘Together we aim to develop confident, compassionate, and resilient learners who are equipped to thrive in an everchanging world’.

Policy update:	June 2026		
Policy to be reviewed by:	June 2029		
Signed by Principal:		Date:	
Signed by Chair of Governors:		Date:	

Ethos statement

Glenwood Primary School is a nurturing and enriching environment where we foster a culture of kindness, empathy and mutual respect. Together we build a safe and caring school where everyone belongs and thrives.

Vision

At Glenwood Primary School we are dedicated to fostering an empathetic and inclusive atmosphere where every student is valued, inspired, and challenged to achieve their fullest potential.



We help live our ethos and vision through the Glenwood Way

Move Calmly - Speak Nicely - Listen Carefully - Act Kindly - Do Your Best

Glenwood WISDOM qualities

TEAMWORK

RESILIENCE

RESPECT

KINDNESS

CURIOSITY

COMMITMENT

1. Purpose

This policy outlines Glenwood Primary School's commitment to identifying, supporting and empowering pupils with dyslexia and related Specific Learning Difficulties (SpLD). In line with guidance from the Education Authority (EA), EA Literacy Support Service, and the British Dyslexia Association (BDA), the school aims to ensure all pupils are supported to achieve their full potential in a nurturing, inclusive environment.

At Glenwood Primary School, our practice reflects our vision of a caring, inclusive learning community where every child is valued. We strive to ensure that pupils with dyslexia develop confidence, resilience and independence as learners. Our approach is embedded within the **Talk for Writing** literacy framework and guided by Glenwood's Wisdom Qualities: **Teamwork, Resilience, Respect, Kindness, Curiosity and Commitment**.

2. Principles

This policy reflects best practice guidance from the **Education Authority (Northern Ireland)**, the **Special Educational Needs and Disability (SEND) Code of Practice (NI)** and the **British Dyslexia Association**.

The British Dyslexia Association (BDA) primarily uses and adopts the widely accepted definition established in The Rose Report (2009). The exact definition states:

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention."

While the school acknowledges the use of the term 'learning difficulty' within the Rose Report definition, Glenwood Primary School adopts a strengths-based approach and recognises dyslexia as a specific learning difference, reflecting current inclusive terminology.

At Glenwood Primary School, we recognise that:

- Dyslexia is a specific learning difference primarily affecting the skills involved in accurate and fluent word reading and spelling.
- Dyslexia occurs across the full range of intellectual abilities and is not linked to intelligence.
- Dyslexia may involve difficulties with phonological awareness, verbal memory, processing speed, organisation and sequencing.
- Early identification and intervention significantly improve outcomes.
- Pupils with dyslexia benefit from structured, cumulative, multi-sensory teaching approaches.
- Inclusive classroom practice and reasonable adjustments allow pupils with dyslexia to access the

curriculum effectively.

- Every pupil has unique strengths and needs; support should be personalised and strengths-based.

The **Talk for Writing approach** supports dyslexic learners through:

- Oral rehearsal of language
- Visual scaffolding and story mapping
- Structured progression from imitation to innovation and independent application
- Multi-sensory learning strategies
- Explicit modelling and guided practice

3. The Dyslexia-Friendly Classroom Environment

Visual and Physical Adaptations

- **Dyslexia-Friendly Formatting:** Where possible, all teacher-created worksheets, digital presentations, and communication materials use clear, sans-serif fonts (e.g., Arial, Comic Sans, or OpenDyslexic) at a minimum of 12pt, with 1.5-line spacing, and a cream or pastel background to minimise visual stress.
- **Multi-Sensory Signposting:** Classrooms feature visual timetables, colour-coded environmental labelling, and accessible, icon-based resource stations to reduce working memory load.
- **Overhead Copying Minimisation:** Teachers limit prolonged copying from the whiteboard. Where copying is required, text is colour-chunked by line or provided as a personal desk copy.

Teaching & Learning Accommodations

- **Alternatives to Written Output:** Pupils are routinely encouraged to demonstrate learning across the curriculum through mind-mapping, oral recordings, illustrations, drama, or voice-to-text assistive technology such as the Clicker Writer App and Just2Easy.
- **Scaffolded Instruction:** Spoken instructions are delivered in short, sequential blocks, paired with visual checklists on individual desks or the main board.
- **Marking and Feedback Sensitivity:** In non-literacy subjects (e.g., World Around Us), marking focuses strictly on conceptual understanding and content. Spelling errors are not penalised across the board; instead, a maximum of 3 target keywords are highlighted constructively for correction.

Talk for Writing and Dyslexia-Friendly Practice

- Teachers utilise key Talk for Writing strategies to support pupils with dyslexia and literacy-processing difficulties. Oral rehearsal opportunities are provided before reading and writing tasks, enabling pupils to develop language structures and vocabulary through speaking and listening. Story maps, visual prompts, actions and shared composition activities help reduce memory demands and support sequencing skills. Learning is carefully scaffolded through the Talk for Writing process of imitation, innovation and independent application, allowing pupils to develop confidence and success at each stage.

4. Identification, Tracking & Graduated Response

Glenwood operates a proactive screening model to capture and address literacy processing deficits immediately, preventing the gap between capability and performance from widening

Universal Screening & Diagnostics

- **Continuous Monitoring:** Routine monitoring utilises CCEA Levels of Progression tracking alongside standardised baseline tools
- **Early Indicators (P1–P4):** Staff are trained to flag persistent difficulties with phonemic blending, rhyming, rapid naming of common objects, speech/language delays, and high levels of task avoidance.
- **Later Indicators (P5–P7):** Staff watch for a stark discrepancy between high oral or conceptual capability and poor written output, slow/hesitant reading, and severe organisational difficulties.
- **Diagnostic Battery:** Where localised concerns persist despite high-quality differentiation, the Learning Support Coordinator (LSC) coordinates specific diagnostic screenings to construct a clear cognitive profile.

5. Targeted Interventions & Specialist Support

When a pupil is identified as requiring provision "additional to or different from" their peers, they are placed at Stage 1 on the SEN Register. Glenwood deploys two specific, evidence-based targeted intervention pathways to ensure precision support:

Early Intervention (Foundation Stage & Key Stage 1)

To ensure the linguistic foundations are secure before formal reading mechanics are strained, we implement the **Talk Boost** program.

- **Target:** Younger learners (P1–P3) demonstrating delayed speech, language, and communication development, or weak phonological awareness.
- **Delivery:** Small, structured peer groups delivered multiple times a week by trained staff, focusing sequentially on attention/listening, vocabulary building, and narrative sentence structure. This serves as a vital protective baseline against severe dyslexic frustration.

Targeted Literacy Intervention (Key Stage 1 & Key Stage 2)

For pupils demonstrating severe, persistent gaps in phonic decoding and word recognition, we deploy the **Toe by Toe** intervention approach.

- **Target:** Pupils across Key Stage 1 and Key Stage 2 who struggle to master synthetic phonics or decode text fluently.
- **Delivery:** Highly structured, daily, one-to-one multisensory decoding sessions (typically 15-20 minutes).
- **Methodology:** Using the unique *Toe by Toe* syllabic breakdown and nonsense-word verification tracking, we systematically eliminate guessing habits, cultivate automaticity, and map letter-sound relationships directly into the long-term memory. Progress is strictly tracked inside individual manuals to provide pupils with visual proof of their growing mastery.

6. Marking and Feedback

Marking and feedback follow dyslexia-friendly principles.

Teachers will:

- Focus on **1–2 key improvement targets** rather than correcting every error
- Use clear and simple language
- Provide **verbal feedback alongside written comments**
- Use **Tickled Pink and Green for Growth** highlighting
- Encourage pupil reflection and self-assessment
- Indicate where work has been supported through **scribing or assistive technology**

This approach supports progress without overwhelming pupils.

7. Leadership, Staff CPD & Quality Assurance

Glenwood ensures continuous professional development and robust internal governance.

- **The Role of the LSC (SENCo):** The LSC audits classroom provisions annually, maintains the inventory of multisensory assets, and ensures intervention data (including *Talk Boost* metrics and *Toe by Toe* logs) is strictly cross-referenced against pupil progress.
- **Continuous Professional Development (CPD):** The school maintains a dynamic CPD log. All relevant teaching staff and Classroom Assistants receive dedicated, accredited training to deliver *Talk Boost* and execute the *Toe by Toe* program with fidelity.
- **Induction:** New teaching staff undergo mandatory briefing on Glenwood's dyslexia-friendly environmental standards and intervention pathways during their initial term.

8. Growth Mindset, Glenwood's Wisdom Qualities and Dyslexia Awareness

At Glenwood Primary School we promote a **growth mindset culture** where all pupils understand that learning develops through effort, practice and perseverance.

Our **Wisdom Qualities** underpin this approach:

Teamwork-Pupils collaborate and support each other, recognising that learning improves when we work together.

Resilience-Pupils are encouraged to persevere when learning is challenging and recognise that mistakes support growth.

Respect-We value different learning styles and recognise that every learner has unique strengths.

Kindness-Pupils show empathy and encouragement towards classmates.

Curiosity-Pupils are encouraged to ask questions and explore new strategies.

Commitment-Pupils remain focused on their learning goals and celebrate progress.

Embedding Growth Mindset in Dyslexia Support

We promote positive learning attitudes by:

- Celebrating effort and strategy use rather than simply accuracy
- Supporting pupils to recognise their own progress
- Encouraging reflection and goal setting
- Highlighting strengths such as creativity, problem solving and imagination

9. Dyslexia Awareness

Glenwood Primary School actively promotes awareness of dyslexia across the school community.

This includes:

- Marking **Dyslexia Awareness Week** with assemblies and learning activities
- Highlighting successful dyslexic role models
- Promoting understanding of **neurodiversity** through PDMU lessons
- Encouraging respect and inclusion within the school community

Pupils with dyslexia are recognised as capable, creative and resilient learners whose strengths enrich our school.

10. Pupil Voice

Pupil voice is central to effective learning support.

At Glenwood Primary School:

- Pupils are involved in setting learning targets and reviewing progress
- Pupils are encouraged to discuss strategies that help them learn best
- Opportunities are provided for feedback through discussions, reflections and questionnaires
- Pupils help shape classroom strategies and support approaches

This promotes ownership, confidence and independence in learning.

11. Monitoring and Review

The **SENCo and Literacy Team** monitor the implementation of this policy and the progress of pupils receiving support.

This includes:

- Reviewing intervention programmes
- Monitoring pupil progress data

- Supporting staff with dyslexia-friendly strategies
- Evaluating the effectiveness of support provision

This policy will be reviewed **every three years** or sooner in response to updated guidance or school needs.

12. Related Policies

This policy should be read alongside the following Glenwood Primary School policies:

- SEN Policy
- Literacy Policy
- Assessment and Feedback Policy
- Pastoral Care Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Equality and Inclusion Policy

13. Conclusion

At Glenwood Primary School we celebrate the diverse strengths and talents of all pupils, including those with dyslexia and other Specific Learning Difficulties.

Through:

- Inclusive teaching
- Evidence-based literacy interventions
- Early identification
- Supportive partnerships with families and specialists
- A strong ethos built on Glenwood's Wisdom Qualities

We aim to ensure every pupil develops the confidence, skills and love of learning necessary for lifelong success.