

Dyslexia Friendly Policy

Springfields First School



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Author: Samantha Stevenson

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Governor with Responsibility for SEND: Mr. Gary Anderson

Special Educational Needs and Disabilities Co-Ordinator: Miss Samantha Stevenson

Headteacher: Mrs. Emma Goodfellow

Accreditation status	The school does not currently hold formal Dyslexia Friendly Schools accreditation.
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1. Introduction

At Springfields First School, we want every child to feel successful, confident and included. We recognise that some children find reading, spelling and writing more difficult than others and that some children may have dyslexia.

Dyslexia is a learning difference. It can affect children in different ways, including reading, spelling, writing, remembering information and processing written information. Dyslexia does not mean that a child is less able or less intelligent.

We do not currently hold formal Dyslexia Friendly Schools accreditation. However, we are committed to using dyslexia-friendly approaches throughout our school as part of our inclusive teaching and SEND provision.

2. What does dyslexia-friendly mean?

Being dyslexia-friendly means making sensible changes to the way we teach and present information so that children can access learning and show what they know.

We do not wait for a formal diagnosis before putting helpful strategies in place. If a child is experiencing difficulties, we can use appropriate support while we continue to understand their individual needs.

3. How might we notice that a child needs extra support?

Every child is different. Some children may show several of the following difficulties, while others may show only one or two:

- Finding it difficult to learn and remember letter sounds.
- Finding phonics or spelling difficult to remember.
- Reading slowly or with considerable effort.
- Finding it difficult to remember words they have previously learned.
- Having difficulty spelling the same word consistently.
- Finding it difficult to organise written work.
- Finding copying from the board difficult.
- Needing instructions broken into smaller steps.
- Taking longer to process written information.
- Losing confidence when reading or writing.

These difficulties do not automatically mean that a child has dyslexia. They simply help us decide whether a child may need additional support.

4. How will we support children in the classroom?

Our teachers use a range of approaches. The strategies used will depend on each child's needs.

Reading and phonics

- Clear, structured phonics teaching where appropriate.
- Regular opportunities to practise and revisit sounds and words.
- Support with reading fluency as well as reading accuracy.

- Pre-teaching important or unfamiliar vocabulary.
- Opportunities to practise reading familiar texts.
- Use of appropriate reading resources and aids.

Writing and spelling

- Explicit teaching of spelling patterns and strategies.
- Word banks and vocabulary prompts where helpful.
- Writing frames and planning prompts when needed.
- Reduced unnecessary copying.
- Appropriate spelling aids and technology where useful.
- A focus on children's ideas and understanding as well as spelling accuracy.

Instructions and memory

- Short, clear instructions.
- Instructions broken into smaller steps.
- Verbal explanations alongside written instructions where helpful.
- Visual reminders, checklists and prompts.
- Repetition and opportunities to practise.
- Extra processing time when appropriate.

5. How will we present information?

We aim to make classroom materials clear and easy to follow. This may include:

- Clear headings and uncluttered pages.
- Good spacing between sections and lines.
- Breaking larger amounts of information into smaller sections.
- Using pictures, diagrams and visual prompts when these help understanding.
- Avoiding unnecessary decorative fonts and backgrounds.
- Using an appropriate background or presentation style where this has been identified as helpful for an individual child.

There is no single font, colour or type of paper that works for every child with dyslexia. We therefore make adjustments according to the needs of the individual child.

6. What happens if we are concerned about a child's progress?

If a child is having ongoing difficulties, their class teacher will monitor their progress and discuss appropriate support with the SENDCO where necessary.

We may use the school's usual SEND process:

ASSESS → PLAN → DO → REVIEW

This means that we look carefully at what a child needs, plan appropriate support, put that support in place and then review whether it is helping.

Where appropriate, this may include Staffordshire's Enhanced Assess, Plan, Do, Review (EAPDR) arrangements. EAPDR is part of the local SEND support process and can help build a clear understanding of a child's needs and the support required.

7. Additional support and intervention

Some children may benefit from additional support alongside their normal classroom teaching. This could include:

- Targeted classroom strategies.
- Additional phonics practice.
- Reading intervention.
- Spelling support.
- Small-group literacy work.
- Individual support.
- Additional opportunities to practise and revisit learning.
- Use of appropriate technology or learning aids.
- Advice from the SENDCO or relevant external professionals.

We monitor interventions to see whether they are helping children make progress. If a strategy is not having the desired impact, we review what we are doing and consider what might work better.

8. Working with parents and carers

We value the information that parents and carers can give us. You know your child well, and sharing concerns early can help us provide support sooner.

If you are worried about your child's reading, spelling, writing or learning, please speak to your child's class teacher or our SENDCO. You do not need to wait for a formal dyslexia assessment before asking the school for help.

- Understand your concerns.
- Share information about your child's progress.
- Explain the support being provided in school.
- Discuss strategies that may help at home.
- Review whether the support is making a difference.
- Signpost you to appropriate services or advice when needed.

9. Dyslexia and children's wellbeing

We know that repeated difficulties with reading and writing can affect a child's confidence. We therefore aim to recognise effort and progress, celebrate strengths and avoid defining a child by their difficulties.

Children may have many strengths, including creativity, problem-solving, practical skills, visual thinking, communication and particular interests. We want children to understand that finding reading or writing difficult does not define their ability or potential.

10. Assessment

Where appropriate, reasonable adjustments can help children access assessments. These may include:

- Additional processing time.
- Instructions being read aloud or clarified.

- Use of a reader or other appropriate support where permitted.
- Use of assistive technology where appropriate.
- Reduced copying requirements.
- Alternative ways of recording knowledge where appropriate.

Any assessment arrangements will be based on the child's individual needs and the requirements of the relevant assessment.

11. Staff responsibilities

- Teachers plan and adapt teaching to meet individual needs.
- Teaching Assistants support agreed strategies and interventions and help children become increasingly independent.
- The SENDCO provides advice, coordinates SEND support and works with families and professionals.
- The Headteacher ensures that inclusion and appropriate staff development remain priorities.

12. Dyslexia Friendly Schools accreditation

Springfields First School does not currently hold formal Dyslexia Friendly Schools accreditation.

We are nevertheless committed to dyslexia-friendly practice. Our staff use appropriate strategies as part of our everyday inclusive teaching and SEND provision. We will continue to review our practice and consider further training, development and accreditation opportunities where appropriate.

13. How we will monitor this policy

- Pupil progress and attainment.
- SEND reviews.
- Monitoring of literacy interventions.
- Feedback from pupils.
- Feedback from parents and carers.
- Staff feedback and classroom monitoring.
- SENDCO monitoring of provision.

This policy will be reviewed annually, or sooner if there are significant changes to legislation, national guidance or Staffordshire local SEND arrangements.

14. Related school policies

- SEND Policy
- SEND Information Report
- Accessibility Plan
- Equality Policy
- Teaching and Learning Policy
- Assessment Policy
- Reading Policy
- Phonics Policy

- Behaviour Policy
- Safeguarding and Child Protection Policy

15. If you have concerns

If you have concerns about your child's reading, spelling, writing or learning, please contact your child's class teacher or the school's SENDCO. We welcome early conversations with parents and carers and will work with you to identify appropriate support.