

Ysgol Aberconwy



Dyslexia Policy

POLICY DOCUMENT NO: 37b

ISSUE NO: 5

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed :

Date : 26/2/26

Review Date : 01/03/29

Governor Link : Emma Leighton-Jones

LT Link : MLB

"The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different" (Warnock DES 1978: 8)

Ysgol Aberconwy considers as high priority within its Additional Needs provision, the need to ensure the identification, assessment and intervention for pupils with Dyslexia. As a school with CReSTeD status our aim is to provide pupils with the skills and strategies to cope with/overcome challenges throughout their lives.

We are committed to:

- Early identification of dyslexia for pupils who, (in rare cases, or joining Ysgol Aberconwy from outside Conwy County) have not been identified prior to transition to secondary school.
- Keeping up to date with developments within the area of dyslexia
- Developing centrally a subject-based bank of resources/ strategies that enable pupils to access the full curriculum.
- Continual evaluation of the effectiveness of the policies and practice and intervention.

Conwy Education Services endorse the following definition from the British Psychological Society which gives a definition which describes the effect rather than the causes:

"Dyslexia is evident when a child continues to demonstrate great difficulty in acquiring accurate and fluent word reading and/or spelling over a period of time. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching."

Ysgol Aberconwy also endorses the following definitions from the British Dyslexia Association which describe areas both strengths and weaknesses alongside intellectual ability.

"Dyslexia is a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. It is a persistent condition.

Accompanying weaknesses may be identified in areas of speed processing, short term memory, organisation, sequencing, spoken language and motor skills. There may be difficulties with auditory and/or visual perception. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation.

Dyslexia can occur despite normal intellectual ability and teaching. It is constitutional in origin, part of one's make-up and independent of socio-economic or language background.

Some learners have very well developed creative skills and/or interpersonal skills, others have strong oral skills. Some have no outstanding talents. All have strengths."

Dr Lindsay Peer, 2006, as quoted in the BDA Code of Practice for Employers

Also:

"Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be lifelong in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling."

BDA October 2007

Ethos and values of Ysgol Aberconwy

We want Ysgol Aberconwy to be a happy, caring, ordered and respectful community in which people are treated with fairness and are supported in developing themselves to the fullest possible extent to enable them to take their place in society.

CReSTeD

Ysgol Aberconwy has held CReSTeD status since March 2007. CReSTeD stands for the Council for the Registration of Schools Teaching Dyslexic Pupils. CReSTeD's aim is *"to help parents, and also those who advise them, choose an educational establishment for children with Specific Learning Difficulties (SpLD)."* Ysgol Aberconwy has CReSTeD status within the Maintained Sector (MS) of schools *"which support SpLD pupils to access the curriculum; where there is an effective system of identifying SpLD pupils; where there is a withdrawal system for individualised literacy support and there is positive on-going communication between mainstream, ALN staff and the LT."*

Roles and responsibilities

All teachers are teachers of children with additional learning needs. The ALNCO, has responsibility for all pupils on the ALN register. The ABCD Specialist Teacher/Coordinator is responsible for those pupils who have been placed by the LA in the LA resource, ABCD, and the management of CReSTeD applications and reviews

Aims and objectives of the learning Support Department

Additional needs provision is seen within the context of the overall aims of the school to provide for the individual education needs of all pupils by ensuring that all students are able to develop their individual talents within a caring environment to their full potential through a broad, balanced, relevant and differentiated curriculum regardless of ability

Identification of dyslexia

All maintained schools in Conwy work in partnership with the LA for the early identification of pupils experiencing learning difficulties of pupils experiencing specific learning difficulties (SpLD) including dyslexia. This is undertaken via a robust and well established planning and consultation process in which parents are fully involved.

Students experiencing SpLD (dyslexia) will have therefore have been identified in the primary feeder schools, before secondary transfer and the ALNCo is consequently in contact with the staff (primary school and specialist agencies) involved with any prospective pupil on the transition ALN list. There is a clear transition protocol for primary pupils moving into the secondary sector. The ALN team attend all Year 6 Transition Reviews and will be aware of all pupils with additional needs, including pupils with dyslexia.

New pupils admitted to Ysgol Aberconwy from out of county (at whatever Key Stage) are screened/assessed on entry and results are used for the screening and identification of pupils with possible dyslexic tendencies. Progress is monitored, support arranged/adjusted and, where required, referrals are made via the consultation process for additional advice and/or additional provision from agencies working with the Local Authority.

Pupils joining Ysgol Aberconwy (from anywhere in Conwy County) for a placement in Aberconwy Base for Children with Dyslexia (ABCD) will have been identified prior to transition to the school and the ABCD Specialist Teacher/Coordinator will liaise with previous schools and Local Authority agencies for pupil details, transition documents and information.

Whole school systems to identify dyslexia

As part of the transition process the school receives pupil data from feeder primary schools (and from schools outside the catchment when applicable). Documentation includes school records and teacher reports, EP consultation reports, outside agency reports, Annual Review reports, KS2 results, Year 6 reading, spelling and numeracy audit test results.

In addition to transition documentation Ysgol Aberconwy carries out its own whole-school assessment using Standardised Assessment tools. New pupils to Ysgol Aberconwy from out of county are screened/assessed as outlined above on entry. Monitoring is carried out throughout Years 7 to 11 and pupils identified for support whenever appropriate.

Results are available to all teaching and support staff and are used by the ALNCo for the screening and identification of pupils with ALN. Following screening and assessment, if a pupil's results are < SS85, further assessment is carried out and the results determine whether or not the pupil is eligible for additional literacy support provided by the school. When necessary, IDPs and One Page Profiles are drawn up and school intervention is made to meet individual pupils' additional learning needs. Progress is monitored, support adjusted and, where applicable, the ALNCo refers concerns about an individual pupil to the LA via the Eclipse system for additional advice, and/or additional provision from LA agencies. Parents/Guardians are informed and involved at all stages. All ABCD pupils are recognised as pupils with dyslexia, but within the whole-school context, the ALNCo does not refer to any pupil as 'having dyslexia' unless there is a formal assessment (WISC or BAS) completed by an EP. The term 'Specific Learning Difficulty' is used if a pupil shows disparity in their cognitive scores and/or, despite appropriate support, demonstrates difficulty in the acquisition of literacy skills.

Individual referrals

The ALN team work closely together regarding staff concerns about specific individual pupils demonstrating dyslexia-type difficulties. Prompt response is given, once the ALNCo has reviewed the individual pupil's situation, with suggestions for addressing the issue and supporting the pupil. If necessary, further assessment is made and monitoring will lead to a decision for action by the ALNCo.

Assessment of dyslexia

The school has at its disposal the following assessment tools:

- Paper-based and computer screening for specific learning difficulties
- Moderation of pupil work/progress
- Review of pupil reading/spelling in line with chronological age
- Referral to LA EP for consultation process and, ultimately, full assessment
- Visual stress assessments

Once assessment has been made the school will:

- Review information and work with the pupil to create a One Page Profile
- Create and review Individual Development Plans, to be distributed to teachers and mentors, where appropriate.
- Gather information (involving pupils and parents/guardians) to clarify areas of strengths and areas to be developed.
- Share with parents the type of support available
- Interpret and explain the documentation and its implications to parents/guardians
- Liaise with the LA and outside agencies regarding the pupil's support, progress and provision
- Ensure that parents are aware of their right to appeal against the final LA decision and outcome.
- Alert parents to the availability of external diagnostic testing, but, due to its high costs, recommend that this is left to Years 12/13 for supporting post-18 education applications for DSA.

Identification leads to:

- Pupils receiving the appropriate support and resources, as well as suggested strategies to help them access and respond appropriately to the challenges within the curriculum.
- The pupil being placed at the appropriate stage of the ALN Code for Wales, if applicable

- Observation of, and discussion with, the pupil to
 - identify preferred learning style
 - note any vulnerabilities in learning
 - inform classroom strategies and/or interventions
- providing appropriate resources and support
- constant monitoring of pupil progress through reviews and pupil progress data
- Communication and liaison with parents/guardians and staff
- The opportunity for the pupil to express himself and develop independence and confidence through being able to take control of his/her learning.

Staff training with regard to dyslexia

Ysgol Aberconwy will regularly update staff on dyslexia awareness through

- INSET days
- planned programmes for Associate Teachers and teachers new to Ysgol Aberconwy
- cascading information after attendance at LA courses, meetings and other CPD events
- quality assurance processes such as lesson observations, book reviews and meetings between HODs, specialist staff and LT.

Whole school Intervention for supporting pupils with dyslexia involves

- A positive approach to dyslexia with recognition that dyslexia is a learning difference (not necessarily a difficulty); that it does not have to be a barrier to learning, and that many successful and famous people have used strategies to overcome dyslexic type difficulties and have had the courage and determination to concentrate on their strengths to persevere and gain success.
- Regular training for teachers and mentors to ensure awareness of strategies
- Training sessions arranged for NQTs, teachers new to the school and Associate Teachers, to raise awareness of dyslexia, the provision within the school, and offer advice on differentiation and support.
- Ensuring that relevant staff have access to individual pupil details, strengths and needs.
- The use of dyslexia-friendly practice/strategies in classrooms to support pupils with SpLD dyslexia and to encourage independent learning skills
- Differentiation (by teachers or by individual support) of subject materials, topic delivery and alternative methods of pupil response offered
- Monitoring progress through setting targets in the IDP and reviewing regularly (termly), being mindful of maintaining pupil self-esteem.
- Arrange appropriate intervention, individual or small group, using structured multi-sensory programmes for reading, spelling, writing as well as encouraging use of ICT.
- Provide support for internal and external assessments as appropriate, taking into consideration Access Arrangements for GCSE and GCE A Levels.
- To introduce techniques to enable the pupil to develop greater self-independence; to be effective in their own learning and accessing of the curriculum; to offer or suggest appropriate resources such as reading pens, E-readers, ICT, reading rulers, coloured overlays.

Differentiation

“To use a metaphor, access is about ensuring that pupils are able to reach and enter the curriculum café, whereas differentiation is to do with ensuring that, once at the table, they are offered an appetising meal which stimulates, challenges and satisfies their educational appetite”

(Duerdon, Fortune and Johnson)

The class teacher has the full responsibility for ensuring true accessibility and differentiation of their lesson content for all pupils. The presence of Learning Support Assistants in a mainstream class may be sufficient differentiation for some pupils, however, it is still essential that literacy in the delivery of the lesson matches the needs of all pupils. As dyslexia does not automatically relate to low cognitive ability (often the opposite) differentiation does not necessarily require the level of work to be made ‘easier’ but presented in a format different and more accessible than extensive text.

IDPs

According to the Additional Learning Needs Code for Wales 2021;

23.4. An IDP2 is a document that contains a description of a child or young person’s ALN and the ALP that is called for by the child or young person’s learning difficulty or disability (see Chapter 2 for information on the definition of ALN and ALP; and Chapter 20 for information on identifying ALN and deciding upon the ALP required), and anything else required or authorised by or under Part 2 of the Act. It is a “plan” because it plans the action that must be taken, namely the ALP which must be secured for the child or young person. It also provides a record against which a child or young person’s progress can be monitored and reviewed. Those responsible for maintaining an IDP should be mindful that the IDP only has value if it results in the successful implementation of provision that meets the needs of the child or young person.

23.8. The information included in the IDP should be:

(a) created by involving, where appropriate, agencies and professionals working together to identify the child or young person’s ALN and the provision to meet those ALN

(b) created through collaboration with the child or young person, and in the case of a child, their parent

(c) developed on a flexible, person-centred basis that reflects the needs of the child or young person

(d) written in a style that reflects that it is the child or young person’s plan and not simply part of an administrative process. The style and, wherever possible, the language, should reflect the age of the child or young person, but clearly distinguish between what has been said by the child or young person and what has not;

(e) written in plain language (whether that is Welsh or English or both), avoiding the use of jargon and explaining the relevance of any technical terminology that needs to be included, with a view to all who are likely to read the IDP being able to understand it, including, wherever possible, the child or young person;

(f) kept under consideration in order to inform whether a review should be conducted ahead of when it otherwise would be (see Chapter 25 on reviews).

IDPs are reviewed at least once per academic year and termly wherever feasible. Person-Centred Reviews for pupils on an IDP involve discussions between the pupil, parents/guardians, the designated person from school and a representative from the LA when appropriate, as well as any other agencies outside school.

One Page Profiles are written in collaboration with pupils and parents/guardians and are reviewed annually at the Person-Centred Review.

Reporting

Alongside the ALN monitoring, reviews and reporting, the whole-school reporting system is used. Interim Reports are available to parents at the end of each learning plan, outlining pupil attitude and effort to a specific subject and the KS level at which they are working. Parents' evenings are held annually for each year group but parents/guardians are encouraged to contact the school at any time with concerns or queries regarding their child.

Home/school partnership

The education and development of young people is a partnership between parents and school. This is especially important in the case of pupils with additional support needs.

Parents will:

- be secure in the knowledge that they can contact the school at any time during the timing of the school day.
- have their concerns regarding their child's progress acknowledged, discussed and responded to as appropriate, following processes outlined in the Code Of Practice for Wales.
- have their concern valued and acted upon. Sometimes the parent/guardian and school may have different views about a child's learning profile and its impact on progress
- know that school works collaboratively with parents/guardians to collect evidence of the child's performance to inform discussion and provide support as appropriate.
- have access to (and/or guidance where to find) advice concerning the nature of their child's difficulties and how to best support them at home.

Pupils will:

- expect and accept that the school/home partnership is for their benefit with their best interests for pastoral well-being and academic success at the core
- be expected to work with the support provided and to strive to work to their full potential
- be regarded as active partners in the learning process
- be encouraged to help set learning targets with regard to their own preferred learning style
- Receive feedback on their progress, use experiences to re-think strategies and use success as a foundation for self-confidence and self-esteem.

Examinations – what help is available and how it is accessed

*According to the JCQ Access Arrangements and Reasonable Adjustments Manual 2022, "Access Arrangements are agreed **before** an assessment. They allow candidates/learners with **specific needs**, disabilities or temporary injuries to*

- *Access the assessment*
- *Show what they know and can do without changing the demands of the assessment.*

The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'."

Access Arrangements can include:

- Extra time of usually up to 25% (if not automatically included with the reader and scribe arrangements)
- A reader, an E-reader or an Oral language modifier
- A scribe, pupil use of a computer or assistive software such as screen reader/voice recognition
- A prompter
- Coloured overlays, coloured exam papers, modified or enlarged papers

- Supervised rest breaks
- Alternative accommodation

To access the above, pupils need:

- to be at a significant disadvantage in comparison with their peers, for whatever reason.
- evidence of a history of difficulty and support as a normal way of working with writing or accessing information.
- have Standardised Scores of 84 or below in assessments carried out by the Specialist Assessors as approved and appointed by the Head of Centre.

Links to other policies:

- Admissions Policy and Preferences (2)
- Additional Learning Needs (37)
- ABCD Additional Learning Needs (37a)
- Differentiation (13)
- Home School Agreement (22)
- Literacy (28)
- Assessment, recording and Reporting (5)

Workload Impact Assessment

1. Workload Impact Assessment

This workload impact assessment considers whether the updated Dyslexia Policy (Issue 5, 2026) introduces any **new or additional workload demands** on teaching staff, support staff, school leaders, or governors when compared with the previous version (Issue 4, 2023).

The assessment considers whole-school practice, ALN processes, mentoring expectations, and statutory requirements under the ALN Code for Wales 2021.

2. Nature of Policy Change

The updated policy reflects:

- Terminology alignment from “Special Needs” to “Additional Learning Needs (ALN)”
- Minor clarification of leadership references (e.g. LT rather than SMT/SLT in places)
- Refinement of IDP review frequency wording (now “at least once per academic year and termly wherever feasible”)
- Clarification of assessment responsibility for Access Arrangements
- Minor structural and wording refinements to reflect current ALN Code language

The policy does **not introduce new statutory obligations** beyond those already required under the ALN Code for Wales 2021 or JCQ regulations.

Core systems for identification, assessment, intervention, IDPs, and Access Arrangements remain unchanged in principle.

3. Impact on Teaching and Support Staff

For classroom teachers:

- Responsibilities regarding differentiation, accessibility, and use of dyslexia-friendly strategies remain consistent.
- No additional documentation or reporting requirements are introduced.
- Expectations regarding IDP awareness and classroom adaptation remain unchanged.

For Teaching Assistants and specialist staff:

- Screening, assessment, IDP creation, and monitoring processes remain consistent with previous practice.
- No additional formal review cycles have been introduced (indeed, wording regarding review frequency is slightly more flexible).

For ALN staff:

- Terminology and procedural clarification align with existing statutory practice rather than expanding it.

Assessment:

- ☒ No additional routine workload identified for teaching or support staff.
 - ☒ Changes reflect clarification and statutory alignment rather than expansion of duties.
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4. Impact on Leadership and Governors

The updated policy:

- Maintains existing governance links and reporting expectations
- Does not introduce additional monitoring cycles or committee oversight
- Continues to reflect CReSTeD expectations and LA consultation processes

Leadership oversight remains consistent with existing ALN statutory duties.

Assessment:

- ☒ No material increase in leadership or governance workload.
 - ☒ Policy reflects current compliance rather than new expectations.
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5. Equality and Fairness Considerations

The policy continues to:

- Emphasise early identification and staged intervention
- Ensure person-centred IDP processes
- Maintain collaborative working with parents and external agencies
- Protect pupil access to reasonable adjustments in line with Equality Act 2010 and JCQ regulations

No changes introduce disproportionate workload implications relating to protected characteristics.

The updated wording strengthens alignment with the ALN Code and may support greater clarity for staff and parents.

6. Conclusion

This workload impact assessment concludes that the updated Dyslexia Policy:

- does not introduce additional routine workload
- does not extend statutory obligations beyond those already required
- clarifies terminology and alignment with the ALN Code for Wales
- maintains existing intervention, monitoring, and support systems

Overall judgement:

- ☒ **No adverse workload impact identified.**