



news from

King's Lynn Academy

Policy:	Dyslexia Policy
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King's Lynn Academy Dyslexia Friendly Policy

Dyslexia definition

The 2009 Rose report stated:

“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent reading and spelling. Characteristic features of dyslexia are difficulties on phonological awareness, verbal memory and verbal processing speed.”

At King's Lynn Academy we recognise that Dyslexia is a lifelong learning disability which affects many skills such as phonological awareness, memory, organisation and coordination to name but a few. However, this is not a definite indication that the person has dyslexia.

High Quality First Teaching

As with other Special Educational Needs, in line with the SEN Code of Practice (2015), teachers will ensure that students with Dyslexia have access to high quality teaching which is planned to support students.

Strategies teachers could use include:

- Visual aids to support
- Scaffolding questions
- Buddy system
- Paddle boards
- Coloured background for PowerPoints etc.
- Bulleted instructions
- Coloured overlays
- Highlighters for exam revision
- Dyslexia friendly fonts e.g. Calibri, Arial and Verdana
- Mind maps and flow charts
- Coloured paper / exercise books
- Dyslexia packs
- 1:1 support
- Spelling Tutor/ Toe by Toe
- Positive behaviour rewards
- Writing slopes
- Dyslexia Outreach Service (DOS) external agency support for testing
- Dyslexia assessment and identification
- Electronic support i.e. laptop/ audio books/ apps e.g. Dyslexia Quest, Writing Wizard

In addition, if concerns are raised about an individual student from teaching and assessment, staff will make a referral to the SEN team.

The SENCO and SEN Team's role

Once a referral has been made to the SEN team, a series of educational testing can take place. This could include:

- Wide-Range Achievement Test (WRAT) – assessment of reading and spelling skills
- Test of Word Reading Efficiency (TOWRE) – a measure of an individual's ability to process and read phonological sounds.
- Visual Stress testing
- DOS early indicator form
- Detailed Assessment of Speed of Handwriting (DASH) – a measure of handwriting speed
- In-house attitudes to learning questionnaire – used to ascertain a student's confidence in themselves as a learner.

Whilst these assessments do not diagnose Dyslexia as a condition, they may indicate areas in which students need greater support. Information from this work can also then be shared with other professionals should further assessment and diagnosis be pursued.

At King's Lynn Academy, the SEN team ensure that they work closely with the student, their parents and their teachers to identify areas for support as well as co-planning individual provision.

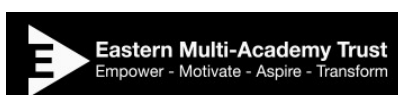
The SEN team deliver interventions, as part of the wider SEN provision coordinated by the SENCO, many of which will benefit students with dyslexia or dyslexic traits. Before any additional provision is selected to help a child. Students, parents/carers and their Teaching and Support Staff will be directly involved in designing provision and reviewing progress. The review of progress can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually. The SENCO and/or an allocated member of the SEN team works to collate the impact data of interventions, to ensure that we are only using interventions that work.

For some learners we may want to seek advice from specialist teams. At King's Lynn Academy we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Dyslexia Friendly Marking:

Students' work will be marked according to the academy policy with an aim of supporting the students to make continued improvement and progress. The literacy marking policy recognises the need to address mistakes and misconceptions whilst being supportive to those with Dyslexia and other Special Educational Needs.



KLA Spelling in 5 steps....

Spelling is
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~~challengeng~~
hard.

1. Teacher identifies 3 spellings (Diagnosis)
2. Correct them (Therapy)
3. In red pen feed forward writing or correct and write out 5 times using a variety of multi-sensory techniques e.g. Whiteboards, blocks etc. (Therapy)
4. Students write the spelling in a sentence to show understanding of context (Therapy)
5. Individual, peer, class review (Testing)

Dyslexia Friendly Homework Tips for Parents/Carers

- Try to provide a quiet time and place for homework;
- Set a routine with a visual planner/timetable;
- Ensure understanding of homework is clear and set a time limit;
- Keep the school informed if your child needs longer to complete the work so that tasks can be differentiated;
- Chunk homework to allow for breaks;
- Use encouragement, praise and rewards for task completion;
- Don't do homework for your child, mistakes are OK as the teacher can access the student understanding;
- Encourage child to read at least 5 minutes a day; use finger rule or ruler to follow text;
- If homework is becoming a concern, please contact the school for support/advice.

Access Arrangements:

Some students may be entitled to Access Arrangements to support them in exams dependent upon their level of need as set out by JCQ guidance. Please see our Access Arrangements policy for more information. [download.asp](#)

Complaints procedure

The Children and Families Act 2014 has an emphasis on mediation and dispute resolution being used to enable disputes to be settled early. The LA must make these services known to parents of children with SEN, young people with SEN, head teachers, governing bodies, proprietors and principals of schools and post 16 institutions.

Dispute resolution has been used very successfully in Norfolk, bringing together those who have been at loggerheads and cannot accept or understand each other's points of view. Parents who have doubted an educational establishment's motives or not fully understood what is being said have had a chance to have things explained with an impartial mediator keeping the meeting moving in the right direction. Educationalists are also able to have a greater understanding, explain and agree changes in an environment where everybody can have their say and feel listened to.