



Carnwath Primary School

**Position Statement:
Addressing Literacy Difficulties, Including
Dyslexia, in School**

Carnwath Primary School

Position Statement: Addressing Literacy Difficulties, Including Dyslexia, in School

"Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence."

Curriculum for Excellence: Literacy across learning principles and practice

Definition of Dyslexia

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- ❖ Auditory and/or visual processing of language-based information
- ❖ Phonological awareness
- ❖ Oral language skills and reading fluency
- ❖ Short-term and working memory
- ❖ Sequencing and directionality
- ❖ Number skills
- ❖ Organisational ability

Motor skills and co-ordination may also be affected.

This definition has been agreed by Scottish Government, Dyslexia Scotland and Cross Party Working Group on Dyslexia in the Scottish Parliament.

Aims

All staff at Carnwath Primary School play a vital role in working collaboratively with parents, carers and children to ensure that the needs of pupils with literacy difficulties, including dyslexia, are met effectively. We aim to improve outcomes for all children and to impact on their attainment and achievement.

Our aim is to facilitate and encourage:

- ❖ Whole school responsibility for supporting children with literacy difficulties, including dyslexia
- ❖ A literacy difficulties, including dyslexia, supportive and inclusive learning environment
- ❖ Early identification of children at risk of experiencing literacy difficulties
- ❖ Effective and equitable access to planned support using staged intervention
- ❖ Appropriate intervention strategies relevant to the child's specific needs

- ❖ Effective profiling and tracking of children's literacy development
- ❖ The use of appropriate interventions and teaching strategies
- ❖ A range of Professional Learning opportunities related to literacy difficulties, including dyslexia, for all staff
- ❖ Partnership working with parents/carers, children and other professionals
- ❖ The raising of attainment in literacy

A staged approach to assessment and intervention will be used in accordance with South Lanarkshire Council's 'Policy on Inclusion and Equality', Operating Procedure A28 'Additional Support for Learning' and following GIRFEC principles. Carnwath Primary School's 'ASN Position Statement' should also be followed.

Transition

Points of transition are particularly important for children with literacy difficulties, including dyslexia, and we aim to make each transition as smooth as possible.

When children are moving between Nursery and Primary 1 the nursery staff and Primary 1 teacher will meet to discuss any children who have language or speech difficulties which may indicate a literacy difficulty.

When children are moving between primary classes additional time will be allocated for meetings between the class teachers to allow discussion of a child's individual needs.

During Primary 7 an enhanced transition programme will be in place for those children with literacy difficulties, including dyslexia. The Head Teacher will share information about the child's difficulties and successful approaches at the annual JAT meeting. Individual transition meetings will be arranged for each child where the relevant professionals, a representative of Biggar High School, the class teacher, parent/carer and child will discuss the child's needs and the supports that help them to achieve their potential.

Additional Guidance

South Lanarkshire Council:

- ❖ Policy on Inclusion and Equality
- ❖ Towards Effective Learning and Teaching: addressing the issue of dyslexia
- ❖ Operating Procedure A28: Additional Support for Learning
- ❖ A Staff Guide to Dyslexia
- ❖ A Parent's / Carer's Guide to Dyslexia

Carnwath Primary School:

- ❖ ASN Position Statement
- ❖ ASN information folder

Getting it Right for Every Child Practice Guide

www.dyslexiascotland.org.uk

Dyslexia Toolkit at: www.addressingdyslexia.org

September 2015