



JUDGEMEADOW COMMUNITY COLLEGE

Lionheart Educational Trust

Dyslexia

Information for Parents and Carers

LIONHEART ACADEMIES TRUST

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What is Dyslexia?

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

If a student has dyslexia

Their reading age and spelling age may not reflect their real age. They may find it difficult to;

- tell you their ideas easily
- copy accurately from the board
- follow a timetable
- follow directions
- follow long spoken instructions
- write clearly in a joined fashion
- get their ideas down in writing
- use a dictionary
- sequence letters or numbers correctly
- have a good concept of time

As a younger child they may have;

- had difficulties in getting dressed and putting shoes on
- enjoyed being read to but had no interest in letters
- appeared to not be listening or paying attention
- been likely to trip, bump into things and fall over
- had difficulty with catching, kicking or throwing a ball
- had difficulty with clapping a simple rhythm
- had difficulty with tying shoe laces and dressing
- had difficulty telling left from right, day order etc.
- had a poor sense of direction
- put letters and figures the wrong way round
- had difficulty remembering times tables, the alphabet etc.
- left letters out of words or put them in the wrong order

- Divide homework tasks into smaller chunks. Give breaks between tasks. Encourage your child to produce quality work rather than rushing tasks.
- Go over homework requirements to ensure your child understands what to do. Read instructions aloud, if necessary, practise the first example or two with them.
- Help your child to generate ideas for writing tasks and projects before they start work.
- Help them develop a detailed, written homework plan.
- Allow your child to use the computer for work and show them how to use a spell checker.
- Encourage your child to keep their school notes and work together in folders so they don't get lost or damaged.
- Help your child to learn to check their work so they can work more independently as they get older.

What Else Can You Do to Help Your Child?

A child struggling with dyslexia can feel very frustrated. This may result in challenging behaviour or them becoming very withdrawn.

Try to build your child's confidence by praising efforts and strengths and use constructive criticism to help improve skills. Show you understand their difficulties, but can help them to learn and practise useful strategies.

Remind your child that they learn in a different way to others. Sometimes dyslexic children will think that they are slower or less intelligent when in fact they just have a different way of learning.

Help your child by showing an interest in their school work. Perhaps offer to sit next to them sometimes as they do their homework and give them positive and constructive feedback. When you show an interest, your child will feel more supported and their confidence and self-esteem will grow as a result.

If your child is really struggling with schoolwork or homework please contact your child's Form Tutor or Ms. Howgate in Support for Learning. We can then work together to help your child to develop strategies and skills which will enable them to achieve their potential.

Judgemeadow is a Dyslexia Friendly School

Dyslexia is complex, but teaching approaches developed in response to special needs such as dyslexia, have increasingly been shown to benefit all students.

A dyslexia-friendly school provides a superb foundation in reading and spelling skills and teaches students how to study by helping them understand and organise their own learning.

At Judgemeadow we;

- respond to advice from outside agencies for students already identified as having dyslexic tendencies
- use test and assessment data to identify and monitor students who may have dyslexia
- target students with appropriate small group and individual interventions to improve their basic literacy skills
- try to ensure that texts and resources produced are dyslexia-friendly e.g. coloured paper(not white)with suitable fonts/spacing
- support and encourage students to develop self-help skills by use of thinking maps, bullet-pointing, highlighting etc.
- provide time for students to record homework in their planners
- try to ensure that there is limited copying from the board within lessons and handouts are used whenever possible
- provide homework support after school
- ensure that students who may be entitled to exam concessions are tested and evidence is recorded in support of this
- focus on developing student independence

Further information is available from the Support for Learning Department and;

British Dyslexia Association website: www.bdadyslexia.org.uk

Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Special Educational Needs and Disability Regulations 2014

<https://www.ipsea.org.uk/file-manager/SENlaw/send-regs-uksi2014.pdf>