

Dyslexia Outreach

Top Ten Tips for Schools

Helen Lane: Helen.Lane@lincolnshire.gov.uk

Odette Read: Odette.Read@lincolnshire.gov.uk



1. Student voice

- Ask the right questions, listen to the answers!
- Encourage children to self advocate and to consider for themselves:
 - What helps me and works now?
 - What else would help me?
 - What are my strengths?
 - What is difficult?
- Add the relevant information to the pupil passport/profile

2. Pupil SEND Information

- All teachers and support staff should understand the profiles and needs of their pupils with SEND
- Reports and information should be shared with relevant staff
- Pupil Passport/Profile/ILP
 - teachers and support staff need to be aware of this, and that it is a working document
- Have a system to overview and check that awareness and adjustments are in place
 - who is going to do this and when?

3. Empower teachers to raise concerns early

- Observation checklist
 - First stage response
 - Discuss with TAs
 - Discuss with SENCO
 - Use strategies to support

4. Exam access and normal way of working

- All teachers should be aware of exam access arrangements and gather evidence of 'normal way of working'
- Consider AAs throughout all year groups
- Staff share the day-to-day adjustments they are making with their pupils- what works?
 - Checklist for teachers
 - Ask students

TIME	YES	NO
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignment titles		

READING	YES	NO
Needs reader in class		
Avoids reading out loud		
Has problem following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it hard to remember what s/he has read		

WRITTEN WORK	YES	NO
Handwriting difficult to read		
Has difficulty copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Needs to have instructions written down		

5. Develop study skills and metacognition

- Teach children how to learn

Teaching and Learning Toolkit
An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit Toolkit Strand ^ Cost v Evidence Strength v Impact (months) v

Filter results by keywords

£ Cost Evidence +1 Months Impact Reset

Feedback High impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
Metacognition and self-regulation High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
Reading comprehension strategies High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6

6. Embrace Information Technology

- Use IT to support independent learning
- Typing and key board skills
- Regular access to equipment such as laptops and tablets to support learning
- Reading:
 - Microsoft 365, DocsPlus/Clicker 8, Read & Write Gold, Calibre Lending Library, Audible books
- Writing:
 - Speech to text e.g. Siri, Microsoft 365
 - Organisation of ideas and planning DocsPlus/Clicker 8, Mindmapping software, visual thinking maps
- Memory
 - Voice recording notes, ideas, instructions

7. Awareness and support of visual processing difficulties

- Refer children who have difficulty with tracking/letter orientation
- Change the default colour of the whiteboard so it is not white
- Print onto paper which is not white
- Space worksheets

8. Consider use of copying in lessons

- Copying is not a learning activity!
- Copying is especially difficult for those with visual memory and /or visual processing difficulty
- Provide handouts of key information to read, annotate and stick into books
- Do not ask all children to write the date and title – make reasonable adjustments

9. Homework Considerations

- Homework needs to be reasonable and achievable for all!
- What is the expected time to be spent on homework?
 - How is this conveyed?
- How are homework tasks set?
- Make reasonable adjustments
- How can parents/carers find out about homework tasks?
- Online/buddy system

10: Transition

- Children are vulnerable at key transition points in education
- Ensure relevant information is passed on to new settings and teachers
- Don't wait for children to 'fail' before putting support in place

Understand neurodiversities

- Whole school training
- Support staff training

Small tweaks to regular classroom practice can make a big difference!