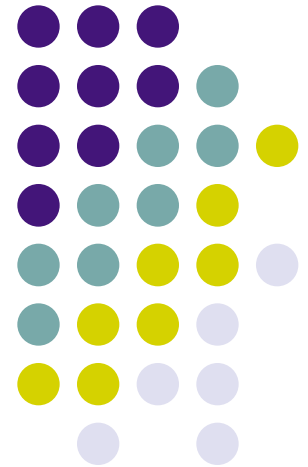


Supporting Dyslexia in Radyr Comprehensive School



Seeing in Pictures



"I learn songs - they come to me easily because songs rhyme; but scripts don't. With songs, you have to have a picture - and I see things in pictures, anyway, because I'm dyslexic..."

Sir Tom Jones



Facts and Figures



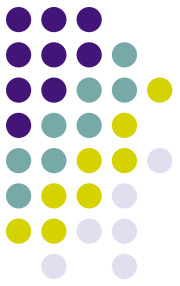
- **1 in 10 people are affected with dyslexia**
- **70% of people diagnosed with dyslexia are male**
- **80% of dyslexic people have a history of dyslexia in their family**

My worst enemy

my worst enemy is uniberable, marseles,
hurtles & sneezy. I can't always see my
worst enemy I never hear him I can't touch
him but he makes me feel misreble
vampires are warded off with garlic
and wooden crosses. I tried this
on my worst enemy by putting a dictionary
on my desk but it woud didnt work
off my enemy witch is my spelling.
unlike most enemies mine is always with
me so I can't get rid of it. it seems
there's a little demon inside my pen
so wen I try to wright I spell incorred
and the teachers pose on me for
it. my teachers hate him and keep putting
red pen on him but im the one now
gets bled off

I'm glad you're going to ignore
my worst enemy wen you read this

You might think-



- He' s not listening
- He' s lazy
- He' s not concentrating
- He' s careless
- He' s not checking his work
- He' s not looking carefully
- He' s being awkward / impossible on purpose

A *cluster* of difficulties

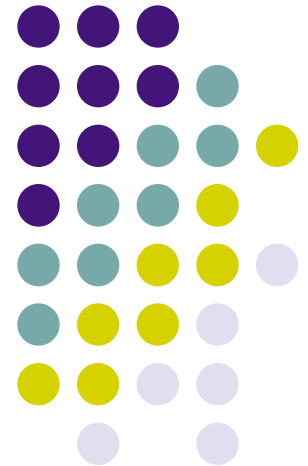


- Phonological skills
- Language Processing
- Memory
- Sequencing
- Motor Skills
- Organisation
- Literacy
- Numeracy
- Self-esteem
- Behaviour

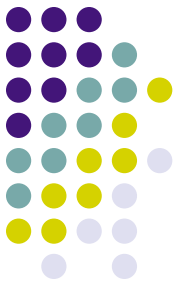


Spot the Dyslexic!

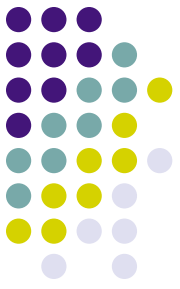
How are Radyr students identified and supported?



Identification



- ◆ Working with Primary Schools, parents, students and other agencies to gather information about students needs
- ◆ Discrepancies in the classroom observed by teachers and support staff are highlighted to special needs department
- ◆ **What happens next?**

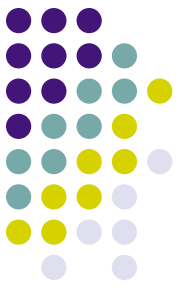


Dyslexia Assessment

- **Ability** – cognitive (visual) and acquired (verbal)
- **Attainment** in literacy skills (reading, spelling & comprehension) & numeracy skills (if maths seen as weakness)
- **Diagnostic**
 - Memory (auditory, short term, active)
 - Speed of processing written language
 - Speed of processing, concentration & dexterity
 - Auditory analysis
 - Phonological awareness

Takes between 90 and 120 minutes!

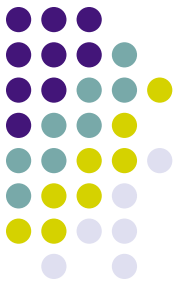
How are students supported? - Specialist Literacy Teaching



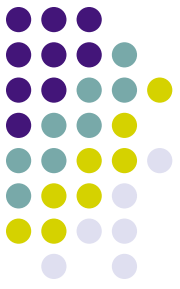
- **Multi-sensory** (the students use all their senses to improve their literacy skills – especially voice!)
- **Cumulative** (each new piece of learning is added to previous learning)
- **Structured** (the students all have their own individual lesson plans)

How are students supported?

– Working with teaching staff



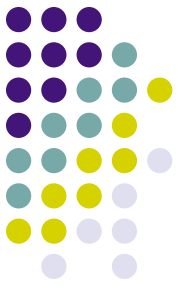
- All staff are informed about the students who have been identified and their specific learning needs are highlighted in an individual learning plan
- Strategies to support learning in the classroom are provided
- Staff training is provided at whole school and departmental level



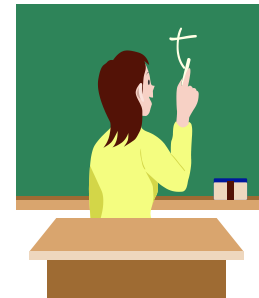
Student voice

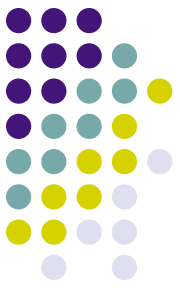
- The Diversity Group
- Student voice within the special needs departmental review
- Planned student involvement in updating school special needs policy
- Staff training at whole school level has been provided by the students themselves

How the students feel **YOU** can help them



- Clear writing on boards and worksheets
(add background colour to prevent glare)
- Back up verbal instructions
- Highlight key words
- **Design worksheets carefully (check font size & amount of info)**
- Set fewer questions
- Mark what is *correct*
- Mark for content
- Encourage older/more able of us to proofread
- Leave enough time for reading from whiteboard





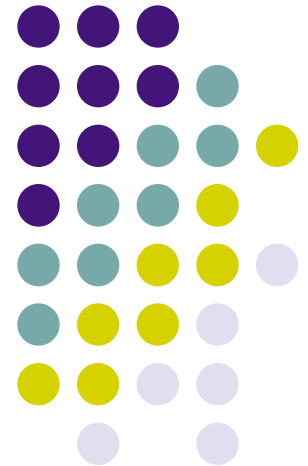
Dyslexia in Sport

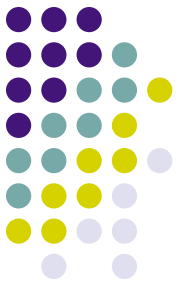
- Playing sports can help to motivate a student to improve the kind of organizational skills they also need to succeed academically.
- Making sure you have all your equipment before a competition is like making sure you have all your research outlined before you start writing.



The Gift of Dyslexia

Fact or Myth?

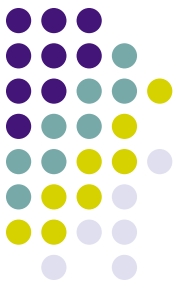




Our Common Strengths

- Articulate
- Sense of humour
- Curiosity
- Interest
- Creative/ Inventive
- Practical
- Intelligent
- Frequent interest in science/ computing

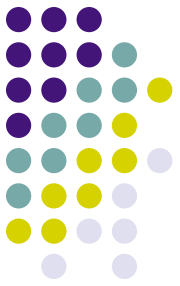




Did you know?

- 40% of self-made millionaires are dyslexic



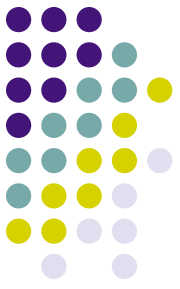


Did you know?

- More than half of NASA's employees are dyslexic



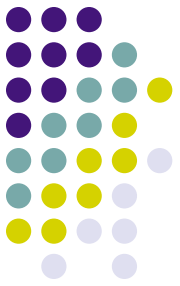
Pete Conrad (Astronaut): 3rd person to walk on the moon!



Successful Dyslexics

- Usher
- *'Picasso'*
- Tom Cruise
- Nigel Kennedy
- Scott Quinnell
- Jackie Stewart
- *'Albert Einstein'*
- Benjamin Zephaniah
- Eddie Izzard
- Steven Spielberg
- Sir Steve Redgrave
- Walt Disney
- Oliver Reed
- *'Winston Churchill'*
- Harrison Ford
- Chris Boardman
- Orlando Bloom
- J F Kennedy
- Sir Alan Sugar
- *And many many more!*

The Dyslexia Friendly School



- **will** get better results
- **will** close the gender gap
- **will** improve attendance
- **will** improve behaviour
- **will** help staff development

