**Establishment name:** Anderton St Joseph’s Catholic Primary School  
**Lancashire no.:** 09/027  
**Contact name:** Philippa Whipp  
**Email:** head@st-josephs-rc78.lancsngfl.ac.uk  
**Telephone no.:** 01257 480598  
**Award granted:** Innovative Practice  
**Project title:** Using ‘dyslexia-friendly’ strategies to support all learners and learning styles

---

**Project summary**

To develop a consistent approach to teaching and learning, the stakeholders devised and adopted a ‘Charter of Good Practice’ which set out clear expectations for professional conduct, the learning environment and good practice in lessons. As part of this ‘Charter’, we adopted a set of ‘dyslexia friendly’ principles in each classroom as we recognised the potential impact that this would have for all pupils’ learning. Concurrently, we also developed a more rigorous pupil progress tracking system to ensure that all staff are aware of individual pupil attainment at key points each term to enable them to set and monitor more effective targets.

Each term, when the SMT carry out pupil progress meetings with all teachers, the SENCo also holds similar meetings for any pupils identified at risk of failing in one or more of the ECM outcome areas. The impacts of the ‘dyslexia friendly’ strategies are assessed through these meetings as well as through work and planning scrutinies, observations and pupil interviews.

The impact includes: greater staff awareness and accountability for pupil progress and attainment at any given time; a greater recognition that by using these simple ‘dyslexia friendly’ strategies, such as visual timetables, use of colours and rainbow alphabets, they can positively impact on the learning of all pupils; a reduction in the number of children needing support at School Action; increased pupil confidence and independence in accessing the curriculum.

**Specific aspect of practice to be accredited?**

The implementation and impact of 'dyslexia-friendly' strategies to support teaching and learning, supported by more rigorous monitoring of pupil progress by the SENCo.
## Aspect of Every Child Matters addressed:

- [ ] Be healthy  
- [ ] Stay Safe  
- [X] Enjoy and achieve  
- [ ] Make a positive contribution  
- [ ] Achieve economic well-being

### What were you hoping to achieve?

- To raise staff awareness of, and accountability for, pupil progress and achievement for all pupils, including those with specific and special learning difficulties.
- To raise understanding of the impact of using 'dyslexia-friendly' strategies on all pupils.
- To raise confidence and independence of all pupils in accessing the curriculum.

### How did you identify the need for this practice?

Summative assessment suggested that there were discrepancies in children's ability to read and write as opposed to their ability to spell. Some children were identified as AGT for one aspect of literacy and yet were also identified as in need of extra support for areas such as spelling.

Although children were given targets at the beginning of each year, ongoing assessment was not rigorous enough to enable staff to identify exactly how much progress children had made each term.

Assessments were being carried out but the data not used to track children appropriately to inform next steps for learning.

### What did you do?

- Every pupil across the school is given a target, based on teacher assessment and formative assessment at the beginning of the year.
- Children are assessed half-termly and the progress is discussed with SMT and SENCo, who act as 'critical friends' to ensure staff are accountable for progress and achievement and recognise next steps for learning.
- Staff and governors agreed a Charter of Good Practice which covered areas of professional conduct, the learning environment and good practice in lessons - this ensured a shared focus and understanding about what constitutes 'good practice' in our setting and a more 'corporate' approach.
- All staff were provided with training on recognising 'dyslexia' related learning issues and how to adapt the environment to support this.
- All staff agreed to focus on three key principles including the use of rainbow alphabets, visual timetables and use of appropriate colours on whiteboards and interactive displays to minimise visual distraction.
- All staff were provided with time and resources to adapt their classroom environments to support the agreed strategies.
- Monitoring of teaching and learning over the year, including work and planning scrutinies, lesson observations and pupil interviews, includes
reference to the use and success of these strategies.

- Through the provision mapping process carried out each term, children who show significant need, particularly those with apparent spelling or visual discrimination difficulties, are identified, and, as appropriate, internally screened using SNAP and Bangor Dyslexia Test.
- The progress of these children is then monitored closely, alongside other children on the SEN register, by the SENCo, through SEN processes, including a termly progress meeting.

Barriers to change:

- Due to lack of understanding, Dyslexia still perceived as 'an excuse' to cover any literacy problems rather than as a specific learning difficulty.
- A belief that if children are 'able', they will find strategies to compensate anyway and so don't need any extra help.

<table>
<thead>
<tr>
<th>Which members of the establishment and/or wider community have been involved and what was their role?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Led by SMT including HT, Deputy and SENCo.</td>
</tr>
<tr>
<td>All teaching and support staff involved in process.</td>
</tr>
<tr>
<td>Governors involved as part of their commitment to the Charter of Good Practice. Governors updated regularly through curriculum meetings.</td>
</tr>
<tr>
<td>Parents informed through newsletters and website.</td>
</tr>
<tr>
<td>Parents and carers of children identified with potential specific learning difficulty have supported the implementation of the strategies at home.</td>
</tr>
<tr>
<td>Children informed through peer to peer training.</td>
</tr>
<tr>
<td>Pupils informed through assessment and feedback.</td>
</tr>
<tr>
<td>Specialist teacher involved in process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How has the practice been modified or improved during development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some teachers were using the appropriate visual prompts without really understanding their value. As a result, peer support has been used to enhance professional understanding where appropriate.</td>
</tr>
<tr>
<td>Initially, the purpose of some of these prompts was not discussed with all the children. This was rectified so that all children were able to recognise their relevance for their own learning and support. The use of the Rainbow Alphabet is built into the phonics programme in KS1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils are much more aware of their own progress and what they need to do to improve their work because their teachers are monitoring their progress more effectively each term and feeding back.</td>
</tr>
<tr>
<td>Pupils are less self-conscious about their specific needs because other children recognise that they too find the visual supports useful.</td>
</tr>
<tr>
<td>Pupils use the colour systems with confidence.</td>
</tr>
<tr>
<td>Feedback from the Pupil Attitude Questionnaire suggested that children felt more positive about their work and the support they received.</td>
</tr>
</tbody>
</table>
**What are the next stages in the development process?**

- Embed these practices and ensure that training related to these strategies is included in our induction processes using the Inclusion Development Programme materials.
- We would like to extend this understanding to our parents and carers through information and training sessions and intend to do this as part of the initial induction process at Foundation Stage.
- As part of the Advanced Skills Teacher network, we hope to share some of these ideas by using the AST expertise to provide support and training if requested.

**What aspects of this practice may be useful for other establishments to consider?**

We view the use of these 'dyslexia-friendly' strategies as basic good practice, which run alongside good AfL techniques, etc. Any teacher who recognises that children have a range of learning styles will find that these simple strategies will not only support visual learners or those with visual learning needs, but also a range of other needs and learning styles. Visual timetables are very useful, for example, for children on the Autistic Spectrum.