



Lady Bay Primary School Dyslexia Policy

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Date written: January 2026

Date of next review: January 2027

Key Definitions and National Guidance

“Dyslexia is a common learning difficulty that mainly causes problems with reading, writing and spelling.” (*NHS*)

“Dyslexia is a learning difficulty that affects the skills involved in accurate and fluent word reading and spelling.” (*British Dyslexia Association*)

“Specific learning difficulties, including dyslexia, affect the way information is processed and learned.” (*Department for Education – SEND Code of Practice*)

Introduction

Lady Bay Primary School is committed to providing an inclusive and supportive learning environment for all pupils. We recognise dyslexia as a common specific learning difficulty and aim to identify the possibility of dyslexia or dyslexic traits at the earliest opportunity, alongside high-quality teaching and appropriate support, so that all pupils can achieve their full potential.

This policy reflects the requirements of the SEND Code of Practice (2015) and the Equality Act (2010).

What is Dyslexia?

Dyslexia is a specific learning difficulty that primarily affects literacy skills, particularly reading, spelling and writing. It is neurological in origin, occurs across the full range of intellectual abilities and is not linked to intelligence.

Dyslexia is a lifelong difficulty, but with appropriate support and teaching strategies, pupils with dyslexia can make good progress and succeed in school.

Identification, Screening and Diagnosis

Lady Bay Primary School uses a range of screening tools, assessments and teacher observations to identify pupils who may show dyslexic traits.

At Lady Bay School, in line with guidance from Nottingham County Council and the British Dyslexia Association, children will be screened for dyslexia from Year 3 onwards. Screening is not conducted before this stage to ensure greater accuracy and reliability of assessment.

The school uses the Nottinghamshire County Council “Identifying Dyslexia in Schools Toolkit” (updated January 2025). This toolkit:

- Supports schools in identifying dyslexic traits
- Helps to build a profile of a pupil’s strengths and areas of difficulty
- May indicate that a pupil is at risk of dyslexia

The toolkit is not a diagnostic assessment and does not provide a formal diagnosis of dyslexia.

Following use of the toolkit, the school will generate a summary report which will be shared with:

- Class teachers and relevant staff, to inform teaching and support
- Parents/carers, to support shared understanding and next steps

Diagnosis of Dyslexia

A formal diagnosis can only be made by:

An Educational Psychologist or a specialist assessor holding an Assessment Practising Certificate (APC).

A diagnostic assessment is not required for dyslexia to be recognised or supported in school. Support is based on identified needs, not on a diagnosis.

Teaching and Support for Dyslexic Pupils

Lady Bay Primary School believes that quality first teaching benefits all pupils, including those with dyslexia.

Teachers will:

- Use structured and systematic phonics teaching
- Break learning into small steps
- Provide clear instructions supported by visuals
- Encourage oral rehearsal before writing
- Use repetition and overlearning

Inclusive strategies may include:

- Dyslexia-friendly layouts and resources
- Writing frames, word banks and visual organisers
- Additional processing time
- Reduced copying from the board
- Assistive technology where appropriate

Targeted interventions may be provided where needed and are reviewed regularly.

SEN Support, Assessments and Responsibilities

Pupils whose difficulties continue to impact learning may receive SEN Support, planned and reviewed in line with the SEND Code of Practice.

A diagnosis of dyslexia **does not automatically guarantee** additional time or access arrangements in assessments or SATs. Decisions are based on:

- The pupil's current level of need
- Evidence of classroom impact
- Normal classroom practice

Review

This policy is reviewed annually to ensure it reflects current guidance and best practice.