



An SPLD friendly classroom.

Some pupils with a severe SPLD will require additional teaching support. We have a variety of programs in place which cater for the needs of these pupils.

It is best not to think of Dyslexia being 'curable' by any one individual approach but in time, pupils can learn a variety of self help skills to support them with the areas in which they find difficulty.

If you have any concerns about your child's learning, in the first instance, contact your child's class teacher. If you require more information, please contact the Assistant Head teacher responsible for inclusion: Clare Bailey.

## Our SPLD Friendly Environment.

- Teachers use differentiation to match tasks to different learning needs.
- Teachers plan for small group learning where necessary.
- Teachers assess pupils on a daily basis to identify the next steps in their learning.
- Pupils with a SPLD face the front of the room away from distractions where possible.
- Each pupil has access to support materials and equipment to use in class.
- ICT is used to support visual learners and coloured backgrounds are used.
- Clear fonts are used on the smart board and on task sheets.
- Colour is used on the whiteboard or smart board to help learners find their place and visualise.
- A learning wall for literacy and maths are used to refresh pupil memory and act as a support when necessary.
- Resources are easily accessible and clearly labeled.

Please note that these are only a few of the support strategies used within a classroom.



Supporting Children with  
a Specific Difficulty in  
Literacy.

Parents  
Information  
Leaflet



## What is dyslexia?

Dyslexia is now understood as a Specific Learning Difficulty (SPLD).

There is no one agreed definition of dyslexia. At Bitterne Primary School, we define Dyslexia as a 'Specific Learning Difference' rather than a difficulty. This 'learning difference', may cause unexpected difficulties in the acquisition of certain skills. Our school aims to support children with a SPLD in the classroom by creating an inclusive Dyslexia - SPLD friendly environment, which will benefit all pupils, not only those with literacy difficulties.

## What are the strengths of SPLD learners?

The staff at Bitterne Primary School aim to build on the strengths of learners with a SPLD.

Learners with a SPLD may :

- be able to think "in pictures" and visualise things in '3D' much better than someone without a SPLD;
- be skilled verbally and able to explain, debate and participate well in drama;
- be very practical and learn by doing things and creating;
- be particularly interested in science and technology, often with a good general knowledge;
- have enquiring minds and which gives them the skills to identify links and patterns unclear to others.

Despite these strengths, a SPLD, may cause problems with the acquisition of basic literacy and numeracy skills. This is of obvious concern to parents. Staff at B.P.S value the partnership of parents in supporting their child in school.

## How do staff at Bitterne Primary school support dyslexic learners?

According to the DCSF, up to 10% of the population are dyslexic to some degree. To cater for the needs of these pupils in our classrooms, we have made the class environment 'dyslexia-SPLD friendly'. A list of some ways in which we have done this can be seen on the rear of this leaflet. We support pupils with a SPLD through inclusive high quality class teaching in the classroom with their peers.

Wherever possible, we build on children's strengths and aim to include opportunities for visual, kinaesthetic and aural learning in our lessons.

To cater for all abilities, work is differentiated and all pupils have opportunities to work in small groups with adult support as necessary.

Some pupils with a SPLD may require additional support. Depending on their need, support is monitored through the school's provision mapping system, or through a Passport to Success .