



Bingley Grammar School: Dyslexia Procedure

Staff:

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Our commitment

Bingley Grammar School is committed to helping every student participate fully, make progress and feel valued.

Dyslexia affects students in different ways. It may affect reading, spelling, writing, memory, organisation, processing speed or the ability to record ideas. Many dyslexic students also have strengths in areas such as creativity, problem-solving, practical work, verbal communication and seeing the bigger picture.

We will:

- **Identify needs early** and respond promptly when concerns arise.
- **Listen to students and parents or carers** when deciding what support is appropriate.
- Provide **high-quality, inclusive teaching** in every subject.
- Make **reasonable adjustments** based on each student's needs.
- Support students' confidence, independence and wellbeing.
- Review support regularly and change it when necessary.
- Ensure students are not unfairly disadvantaged because of dyslexia.
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Who this procedure applies to

- Students with a formal diagnosis or specialist assessment identifying dyslexia.
- Students on the school's SEND register or Monitoring Register because of dyslexic-type difficulties.
- Students whose needs are being assessed via screening.



- Students who need support with literacy, memory, processing or organisation even if they do not have a formal diagnosis.

A student **does not need a private diagnosis** before teachers can provide appropriate classroom support. Support will be based on the student's needs and the evidence available.

Understanding dyslexia

A dyslexic student may experience difficulties with:

- Reading accurately, fluently or at speed.
- Understanding written information while also trying to decode it.
- Spelling, punctuation or remembering grammar rules.
- Getting ideas onto paper quickly.
- Copying accurately from the board.
- Remembering spoken instructions.
- Learning sequences, facts, subject vocabulary or times tables.
- Organising equipment, homework and deadlines.
- Processing information and responding quickly.
- Proofreading and identifying their own errors.
- Managing tiredness caused by the additional effort needed for reading and writing.

Not every dyslexic student will experience all these difficulties. Support will be individual, rather than based solely on the label of dyslexia.

Identifying and assessing needs

Teachers will monitor students' progress and look for persistent patterns of difficulty. Concerns may be raised by a student, parent or carer, teacher, pastoral member of staff or another professional.

The school will:

1. Gather information from the student, family and teachers.
2. Review school records, work samples, reading and spelling information, progress data and previous support.
3. Put appropriate classroom strategies in place and monitor their effect.

4. Involve the SENCO/Hive team where difficulties are persistent or have a significant effect.
5. Carry out or arrange further assessment where this is appropriate via screeners.
6. Record agreed support and communicate it to relevant staff.
7. Review the support with the student and family.

Screening may indicate a pattern of strengths and difficulties, but it is **not a diagnosis**. Where a specialist assessment is needed, the school will explain the reason, process and possible outcomes.

Support will follow the SEND cycle of **assess, plan, do and review cycle**.

Reasonable adjustments

Adjustments will be based on the student's individual needs, age, subjects, views and normal way of working.

Area	Possible reasonable adjustments
Written information	Provide clear handouts, electronic copies, readable fonts, uncluttered layouts and suitable spacing.
Reading	Allow additional reading time, provide text-to-speech where appropriate, reduce unnecessary copying and give key reading in advance.
Writing	Permit alternative ways of recording learning where appropriate and funded for. <i>Please note that not all students with dyslexia will have access to a personal laptop in school.</i>
Instructions	Give short, clear instructions in manageable steps and provide a written or visual reminder.
Classwork	Allow additional processing time and focus marking on the learning objective rather than penalising every literacy error.
Homework	Give clear written instructions, realistic deadlines and an appropriate amount of work.
Organisation	Parents to support at home with using checklists, timetables from Arbor, equipment/uniform/PE kit reminders. Staff to offer support with breaking down longer tasks and offer discreet instructions, repetition and reminders.

Area	Possible reasonable adjustments
Environment	Provide a suitable seat, reduce distractions where possible and avoid placing a student under unnecessary reading pressure.
Assessment	Use the student's established adjustments in internal tests where permitted and appropriate.

Not every adjustment will be appropriate for every student.

Adjustments will aim to support **access and independence**, not lower expectations or remove appropriate challenge.

Strategies teachers will use

Teachers remain responsible for the learning and progress of students with dyslexia, including where teaching assistants or specialist staff provide additional support.

Presenting information

Teachers should:

- Share lesson aims and key vocabulary clearly.
- Give information in small, manageable sections.
- Combine spoken explanations with written, visual and practical examples.
- Check understanding privately rather than asking only, "Do you understand?"
- Allow thinking and processing time before expecting an answer.
- Repeat, rephrase or demonstrate instructions where necessary.
- Make homework instructions and deadlines available in a reliable electronic form or otherwise.

Reading

Teachers should:

- Avoid asking a student to read aloud without prior warning or agreement.
- Allow the student time to prepare a passage when reading aloud is useful.
- Teach unfamiliar subject vocabulary explicitly.
- Explain complex text and support students in identifying key information.
- Use paired, supported or assisted reading where appropriate.

- Avoid using reading aloud as a punishment.

Writing and recording

Teachers should:

- Reduce unnecessary copying from the board.
- Provide writing frames, paragraph plans, sentence starters or model answers.
- Break extended writing into smaller stages.
- Allow planning through mind maps, diagrams, keywords or verbal rehearsal.
- Give sufficient time for the student to organise and record ideas.
- Separate feedback about subject knowledge from feedback about spelling and presentation.
- Identify a small number of useful corrections rather than marking every error.
- Avoid requiring a student to rewrite substantial work solely because of handwriting or spelling.

Memory and organisation

Teachers should:

- Give one instruction at a time when necessary.
- Use checklists, routines, visual prompts and step-by-step tasks.
- Provide retrieval practice and regular opportunities for overlearning.
- Link new information to prior learning.
- Teach memory strategies such as chunking, association and mnemonics.
- Help students plan longer assignments and identify interim deadlines.
- Support the appropriate use of planners, calendars and reminders.

Feedback and wellbeing

Teachers should:

- Recognise effort, progress, knowledge and strengths.
- Give feedback privately and sensitively.
- Avoid describing dyslexic difficulties as carelessness or laziness.
- Never ridicule spelling, reading speed, handwriting or memory difficulties.
- Watch for avoidance, anxiety, frustration or loss of confidence.

- Address bullying or negative comments promptly under the school's behaviour and anti-bullying procedures.
- Encourage students to understand and explain the adjustments that help them.

Targeted and specialist support

Some students may need support in addition to high-quality classroom teaching. Depending on individual need and available evidence, this may include:

- Structured literacy teaching (Hive).
- Explicit teaching of phonological awareness, decoding, spelling or reading fluency (Hive).
- Vocabulary and reading-comprehension work.
- Study skills, revision and note-making support.
- Keyboard, touch-typing or assistive-technology.
- Support with planning and organising longer pieces of work.
- Short-term individual or small-group intervention.
- Advice or assessment from an appropriately qualified specialist.

Working with parents and carers

Parents and carers have important knowledge about their child's strengths, difficulties and successful strategies. The school will:

- Take concerns seriously and explain what action will be taken.
- Share agreed strategies and review their impact.
- Explain assessment results and the difference between screening and diagnosis.
- Provide a named contact
- Discuss significant changes to support.
- Provide information about exam access arrangements at an appropriate stage.
- Explain the school's SEND concerns.

How parents can help at home

Home support should build confidence and reinforce learning. It should not become an additional source of pressure.

Parents and carers can:

- **Read together regularly.** This might include taking turns, listening to audiobooks while following the text, or discussing what has been read.
- **Choose accessible material.** Interest and age-appropriateness are more important than forcing a particular reading level.
- **Support planning.** Help break homework and revision into short, manageable tasks with planned breaks.
- **Use routines.** A regular place and time for homework can reduce organisational demands.
- **Use practical reminders.** Checklists, calendars, phone reminders and labelled storage can help with equipment and deadlines.
- **Practise little and often.** Short, frequent practice is usually more effective than a long session.
- **Encourage suitable technology.** Text-to-speech, speech-to-text, spellcheck, typing and electronic organisers may support independence.
- **Discuss vocabulary.** Explain new words and connect them to examples, pictures or experiences.
- **Praise effort and strategy.** Notice persistence, problem-solving and improvement rather than focusing only on errors.
- **Protect rest and wellbeing.** Reading and writing may require significant effort, so breaks, sleep and time for enjoyable activities matter.
- **Keep in contact with school.** Share changes, successful strategies and concerns about workload or confidence.

Parents should avoid completing work for their child, correcting every spelling mistake or comparing them with siblings and classmates. The aim is to help the child become **confident and increasingly independent**.

Homework

Teachers will aim to ensure that homework is accessible and proportionate. Where appropriate, they will:

- Give instructions and deadlines in writing via a planner or Arbor.
- Clarify how long the task should take.
- Consider additional time when literacy demands create a substantial disadvantage.
- Avoid setting excessive copying as homework.

- Reduce homework or adjust in some cases.

Parents should contact the relevant teacher if homework regularly takes much longer than intended or causes significant distress.

Tests and examinations

Classroom tests

Where appropriate, a student's established classroom adjustments should also be used in internal assessments. This helps the school judge what support is effective and establishes the student's **normal way of working**.

The school will not introduce arrangements only at the point of an external examination unless a new need or temporary difficulty has arisen and the relevant regulations permit it.

Exam access arrangements

Exam access arrangements allow an eligible student to demonstrate what they know without changing what the assessment is designed to test. They are **not an advantage** and are not awarded automatically because a student has dyslexia.

Possible arrangements may include:

Arrangement	What it may involve
Extra time	Additional time where evidence shows that the student is substantially disadvantaged by relevant processing, reading or writing difficulties.
Supervised rest breaks	Pausing the examination under supervision where this is more appropriate than extra working time.
Computer reader or reader	Questions being read through approved technology or, where permitted, by a person. Restrictions apply in some assessments.
Word processor	Typing answers where this reflects the student's normal way of working and meets the relevant rules.
Scribe or speech recognition	Recording dictated answers where the required evidence and conditions are met.
Reading aloud	The student reading text aloud to themselves, normally in a separate room where required.
Prompter	Limited prompting to help an eligible student remain focused on the examination.

Arrangement	What it may involve
Modified papers	Papers in an approved format, such as enlarged or modified language papers, where the relevant criteria are met.
Coloured paper or overlay	Use of an agreed visual aid where it is genuinely needed and allowed.
Alternative room	A smaller or separate room where this is supported by evidence and is part of the student's normal way of working.

Availability depends on:

- The student's specific needs.
- The qualification and assessment being taken.
- Evidence from teachers and school records.
- The student's normal way of working.
- Any required specialist assessment.
- Approval under the relevant awarding-body regulations.

A diagnostic report does **not by itself guarantee** extra time or any other arrangement. Similarly, a student may qualify for an arrangement without having a private dyslexia diagnosis where the required evidence of need is available.

The SENCO and exams officer are responsible for deciding, applying for and implementing arrangements in line with current Joint Council for Qualifications (JCQ) rules. Parents cannot apply directly to JCQ or an awarding body for an arrangement; applications must be managed by the examination centre. JCQ states that arrangements are based on evidence of need and the student's normal way of working. jcq.org.uk

The school will:

1. Identify possible needs as early as practicable.
2. Gather evidence from lessons, tests and student records.
3. Arrange an assessment by an appropriately qualified person where required.
4. Consult the student, teachers and parents or carers.
5. Make applications within the required deadlines.
6. Give students opportunities to practise using approved arrangements.
7. Keep required records securely.
8. Review arrangements when needs, courses or regulations change.

JCQ regulations are updated periodically. The school will always apply the version in force for the relevant examination series. The current JCQ guidance was updated in March 2026.

Use of technology

Assistive technology can improve access and independence. Where funding allows, children may have access to a laptop in some lessons. This is not a guarantee.

Students will be taught how to use agreed technology effectively and safely. Use in lessons does not automatically mean that the same technology will be permitted in public examinations.

Staff training

The school will provide appropriate training so that staff:

- Understand dyslexia and recognise possible indicators.
- Know how to access student support information.
- Use inclusive classroom strategies consistently.
- Understand their responsibility to make reasonable adjustments.
- Use assistive technology where relevant.
- Know how classroom practice contributes to evidence for exam access arrangements.
- Maintain high expectations without creating unnecessary barriers.
- Seek advice from the SENCO and Hive Team when support is not effective.

Raising a concern

Parents or carers who have a concern should follow these steps:

1. Contact the **subject teacher or form tutor** first.
2. If the concern remains, contact the **Dyslexia Specialist**.
3. If the issue is unresolved, contact the **SENCO**.

Concerns about examination arrangements should be raised with the exams officer as early as possible, because evidence and application deadlines may apply.