



Dyslexia: The Nottinghamshire Approach

Schools' role in supporting learners with dyslexia



Identification

Discussions with parents and carers, pupil voice, examples of work, screening tests, school assessments and observations can all be used to build a school-based assessment which profiles areas of strengths and of difficulty. **There is no need for a formal assessment to access any support.**



Dyslexia friendly learning environments

Dyslexia friendly teaching includes activating prior learning, reducing cognitive load, multisensory learning, opportunities for retrieval and overlearning, careful scaffolding of tasks and use of inclusive technologies. Consider access arrangements for assessments.



Intervention

Select and implement appropriate interventions which are cumulative, sequential, multisensory and frequent, with opportunities for overlearning. Effective intervention should be targeted, monitored and evaluated for impact. Minimise time out of the classroom.



Metacognition and self esteem

Teach self-help strategies, study skills, memory techniques, tips and tricks for organisation using identified strengths to support areas of difficulty. Recognise strengths, celebrate neurodiversity, nurture interests and hobbies and support learners to understand their learning difference.



Working with parents and carers

Listen to their concerns and their experiences. Demonstrate that you understand their child's needs. Explain your system of identification and support. Be clear about the support that is available, both in the classroom and through appropriate intervention. Be sensitive to the needs of dyslexic learners when setting homework.

