

## Dyslexia Friendly School Newsletter

December 2016

Welcome to our first **Dyslexia Friendly School and Inclusive Practice (DFS) Newsletter** from Caledonia Campus.

In our efforts to become a DFS school, we aim to raise awareness of dyslexia and other learning conditions, different learning styles and strategies to support our students' learning across Caledonia Campus.

We would like to open a **forum** for parents and teachers in both Centres to share their own experience of learning and their experience of supporting children and young people, as well as asking and answering questions on relevant issues.

**Date for your diary:**

**A Workshop for Parents** will be held during our next Open Day on **March 30<sup>th</sup> 2017**.

More details will follow.

### News from our DFS Student Group

In the **Senior School** our aim is to make the school dyslexia friendly so that all students can get the most out of their learning. We have a team of students from both Centres working together: **Sophie, Arne, Brockwell, Brandon, Bettina, Darwyn, Brittany, Joelle, Kara, Tara and Isla**.

So far, the team has been researching ideas and suggestions for a dyslexia aids box to put in every classroom.

These will include items that could improve the learning for not only students with dyslexia but all students.

Also, the whole school supported the Dyslexia Awareness Week at the beginning of November. Everyone supported this by wearing a blue ribbon to promote dyslexia awareness and by donating money to the Dyslexia Scotland charity.

In the Millden Centre, Arne attended and recorded a presentation by Neil Mackay, Dyslexia Tutor. The presentation will be shared with the parents soon.

In the **Junior School** the DFS Champions **Arne, Bronwyn, Fernley, Fendi and Seth** have been working hard. We have shared information at an assembly and have started helping to organise DFS boxes for each classroom. The boxes will contain resources to support different learning styles. We are deciding on a name for each box so that no student would feel ashamed to use the resources from the box.

We are becoming more aware of how we learn and some of us are proactive in making changes. **For example, desk dividers** are becoming a popular tool to help us concentrate.



Also, we are running a competition in Junior School in both Centres to design our own Dyslexia Friendly School logo.

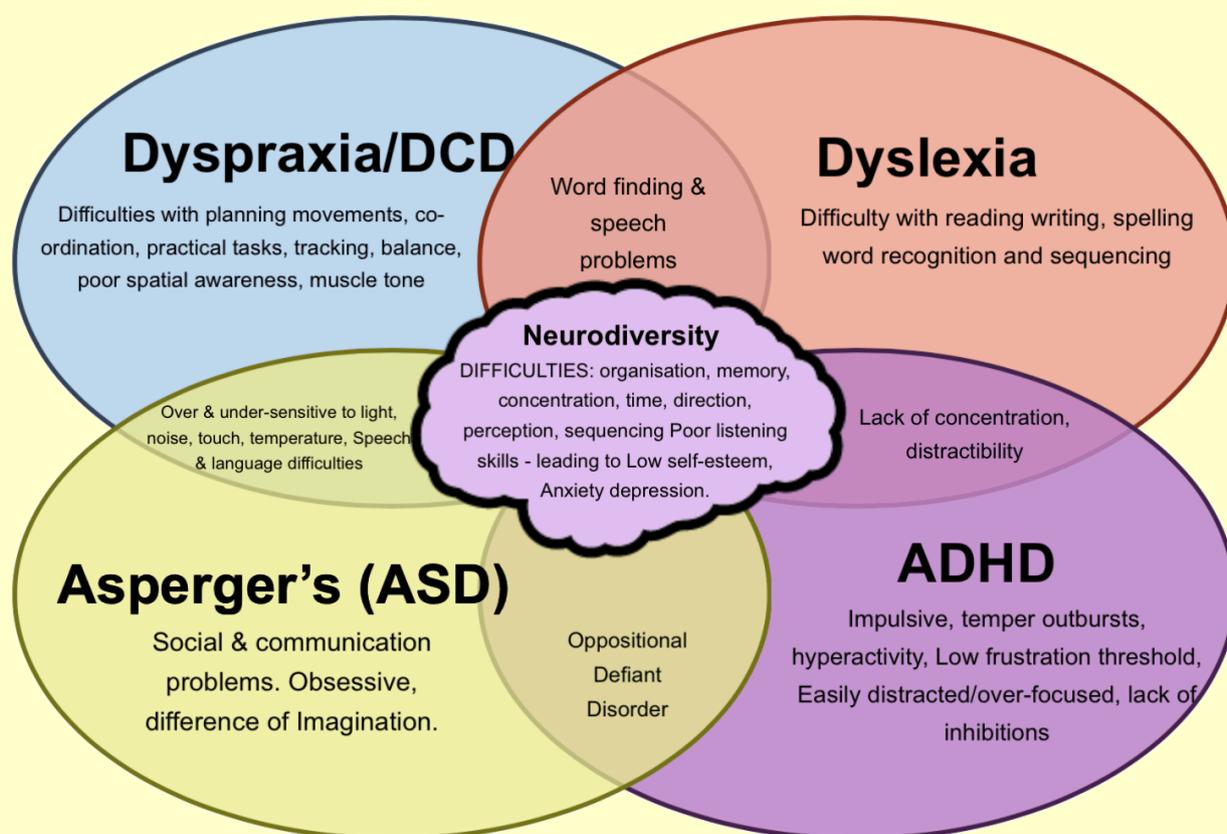
The question *'What is dyslexia and how does it differ from other disabilities?'* was raised at the Open Day.

First of all, we should look at dyslexia as a learning difference rather than disability. By doing so, we recognise that many dyslexic people have strengths and abilities alongside challenges in their learning.

*"Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas."*

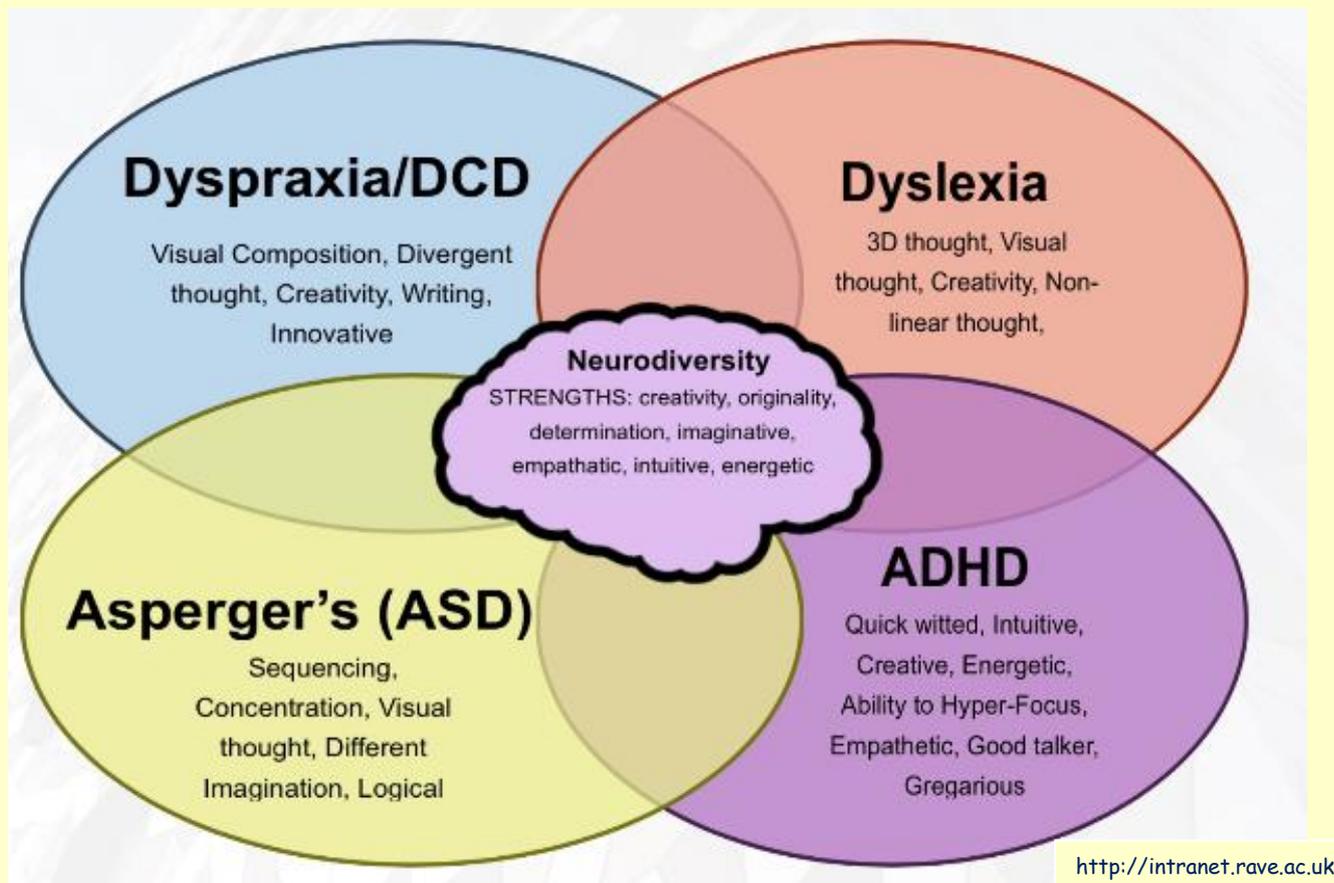
[www.addressingdyslexia.org](http://www.addressingdyslexia.org)

It is commonly known that some or all of the following areas may be affected in learners with dyslexia: **auditory and/or visual processing** (how we make a sense of information taken in through the eyes or ears), **phonological awareness** (how we can hear sounds that make up words), **oral language skills** (how we can use words to express our thoughts), **short-term and working memory** (how we keep a small amount of information in mind for a short period of time and how we can manipulate and recall information), **sequencing**, **number skills**, **organisational skills**, **motor skills** and **co-ordination**.



The diagram above shows how some challenges may be common for different conditions such as Dyslexia, Dyspraxia/Developmental Coordination Disorder (DCD), Asperger's Syndrome or Autistic Spectrum Disorder (ASD), and Attention Deficit Hyperactivity Disorder (ADHD).

However, it is important to understand that every person with dyslexia experiences different levels of difficulties depending on a number of factors. Many dyslexic learners develop successful coping strategies in a supportive learning environment.



The diagram above shows some common strengths and also strengths specific for persons with different conditions.

You can find further information about dyslexia on the following websites

- [www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit](http://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit)
- [www.addressingdyslexia.org](http://www.addressingdyslexia.org)

Your feedback, comments, and questions are welcome.