

Protocol dyslexia

FOREWORD

The following 'dyslexia protocol' has been written against the background of the basic principle that Het Rijnlands Lyceum Oegstgeest wishes to offer all students, including those students who have to cope with a learning difficulty, a stimulating learning environment. The leading principle with that is that students with a learning difficulty must be able to look to their teachers for the support and attention needed to bring them up to the educational standard that is required of all havo-vwo and IBMYP / IBDP students. Students with a learning difficulty will not be exempt from obligations or be assessed any differently: however, the road leading to assessment may differ from the road that students without a learning difficulty follow.

1. Foreword

Het Rijnlands Lyceum Oegstgeest applies the following definition, formulated by the Stichting Dyslexie Nederland, with respect to the guidance and assessment of dyslexic students:

Dyslexia is a disorder that is characterised by persistent difficulties in the automation of word recognition (reading) and/or representing words on paper (spelling).

2. Admissions policy

For admission to Het Rijnlands Lyceum Oegstgeest, the recommendation of the principal of the primary school and the previous schools are the determining factors. Students who meet school set criteria cannot be refused on account of a learning difficulty, such as dyslexia. The decision of the Admissions Committee is final.

3. Observation and diagnosis

Students who submit a psychological report when enrolling at the school will be brought to the attention of the dyslexia co-ordinator automatically. In the first two forms, attention will be given to spelling during language classes and the modern foreign language classes. At the first report meeting, students who qualify for a diagnostic dictation will be identified as a result of the findings during the first half of the academic year. Parents will be informed of the outcome and, should the occasion arise, can decide to have their child tested externally.

In the higher forms, the dyslexia co-ordinator will contact the parents should the presence of dyslexia be suspected. In order to qualify for counselling and support as a dyslexic student, the school should be in possession of documentary evidence confirming dyslexia, at all times. Those authorised to issue such documentation are:

- professionals who are qualified to carry out psychodiagnostic examination;
- to that end, a university degree as a clinical psychologist or a remedial educationalist and, as such, appear on the BIG (Beroepen in de Individuele Gezondheidszorg) register.

4. Guidance and support

Throughout their entire school career at Het Rijnlands Lyceum Oegstgeest, a dyslexic student can call on the support of the dyslexia coordinator. The dyslexia coordinator works centrally in the communication between the student, mentor, subject teacher and the

parents, and during tests week and examinations, makes all the arrangements associated with supporting the dyslexic students. The dyslexia coordinator has no remedial role. The mentor works centrally in the communication between the student and the subject teacher. Supporting dyslexic students takes a number of forms:

a. Centrally arranged support

Students who are admitted to the dyslexia group can take advantage of the extended test time of up to a maximum of 10 minutes, during test weeks.

During the test weeks, dyslexic students may use the computer to take the test.

During written tests for the IB Examinations, final exam candidates who are dyslexic apply for extended test time of up to a maximum of 10 minutes. For the International Baccalaureate Examinations, the maximum time extension for exams is 15 minutes per hour. In both cases, the candidate can opt to do the test with the help of the computer.

b. Decentralised, individual support

Dyslexia is not an unambiguous disorder. Not only are there differences of degree in the extent of the severity of the disorder, there are also many ways in which dyslexia manifests itself. Symptoms can occur alone or in combination with each other. The most commonly occurring problems are the following:

- difficulties recognising words;
- technical reading;
- spelling
- remembering isolated, individual information such as dates, place names or musical notes;
- remembering concepts and formulae in the exact sciences;
- difficulty hearing the differences in the sounds in words;
- doing two things at once, for example writing and listening.

This information makes individually designed support on a subject level indispensable.

Teachers at Het Rijnlands Lyceum Oegstgeest are familiar with the phenomenon of dyslexia and are in a position to assess what type of support can be offered to the individual dyslexic student for their specific subject. The subject teacher makes decisions concerning that on his own responsibility, both with regard to the process of digesting the subject matter and with regard to the testing. The rationale of this is that the dyslexic student ultimately must have the same level of command of the subject material as all the other students; the way of achieving this may take a different route for dyslexic students.

5. *Assessment*

Students are assessed with a mark every report period. During the final report meeting, a decision is made on the continuation of the teaching strategy based on the configuration of the final marks and the existing regulation on moving students to a higher form. Here Het Rijnlands Lyceum Oegstgeest does not apply any form of dispensation for dyslexic students. The report mark conveys the performance level in the same way for dyslexic students as for non-dyslexic students. That does not alter the fact that the means (the testing) in order to come to a final assessment can differ in the case of dyslexic students. If, when carrying out progress tests, alternative forms of testing are chosen for dyslexic students, the teacher makes sure that the level of the performance to be reached is comparable to the level required of all other students.