**Broughton Jewish Dyslexia Policy Statement: Jewish Values and Educational Responsibility**

**At Broughton Jewish School, we are committed to ensuring that all children, including those with dyslexia, receive the necessary support in line with Jewish values of compassion (*chesed*), justice (*tzedek*), and communal responsibility (*areivut*). Our approach reflects the Jewish belief that every child is created *b’tzelem Elohim* (in the image of God), deserving of respect, dignity, and the opportunity to fulfil their potential.**

**All staff play a vital role in collaborating to meet the individual needs of pupils with dyslexia. The following points ensure that our dyslexia-friendly school aligns with Jewish values of inclusivity and responsibility:**

**- Commitment to Every Child: In keeping with the principle of *Pikuach Nefesh* (safeguarding life), our policy emphasises whole-school responsibility in supporting children with dyslexia. This echoes the Jewish duty to help each child thrive, both academically and emotionally, ensuring their well-being is prioritised.**

**- Creating a Nurturing Learning Environment: We aim to create a dyslexia-friendly environment grounded in Jewish values of *chesed* (kindness) and *rachamim* (compassion). By ensuring that our classrooms and school spaces are organised and supportive of dyslexic pupils, we fulfil our responsibility to provide an inclusive and respectful environment where every child can flourish.**

**- Early Identification and Support: The Jewish ideal of *tikkun olam* (repairing the world) encourages addressing challenges early. We focus on early identification of dyslexic tendencies, allowing us to provide timely and effective interventions. This ensures justice (*tzedek*) in education, giving all children—regardless of their learning differences—equal opportunities to succeed.**

**- Equitable Access to Learning Opportunities: In the same way that Jewish law demands fairness and equality, we ensure that children with dyslexia have equitable access to the curriculum through staged interventions. By providing tailored support, we help these pupils overcome their challenges and fully engage in their education.**

**- Personalised Intervention Strategies\*\*: Reflecting the Jewish value of *shiv’im panim l’Torah* (the 70 faces of the Torah), which teaches us that there are many ways to learn and understand, we implement personalised interventions for each child. These strategies honour the individual learning styles of dyslexic children, ensuring they are supported in the way that best meets their needs.**

**- Resilience and Empowerment: In promoting children’s resilience, empowerment, and their ability to make choices in their learning, we align with the Jewish values of *gevurah* (strength) and *chazakah* (perseverance). By building confidence and encouraging self-advocacy, we help children rise above challenges and believe in their ability to succeed.**

**The Jewish Perspective on Dyslexia**

**Dyslexia is a learning difficulty that primarily affects reading and spelling skills, but it does not reflect a child’s overall intellectual ability. Just as Judaism teaches that every person has unique strengths and a role to play in the community, we believe that children with dyslexia can contribute greatly when given the right support.**

**Dyslexia-Friendly Classrooms: Spaces of Dignity and Growth**

**Our classrooms are designed to support all learners while reflecting the Jewish values of *hachnasat orchim* (hospitality) and *kavod ha-briyot* (dignity of creation). Through careful organisation, clear labelling, visual aids, and the use of assistive technology, we create inclusive learning environments where every child, regardless of their learning challenges, can thrive.**

**Personalised Support and Intervention**

**Our specialist literacy support teacher, will work closely with children identified through school assessments, classroom observations, and the GL Dyslexia Screener. Based on these evaluations, they will provide targeted support to children, tailoring interventions to meet their specific needs and monitoring their progress closely. Their work ensures that children with dyslexia receive the most appropriate and effective support in their learning journey. This information is shared with staff and parents to ensure the best possible education for the child.**

**Teaching Strategies: Honouring the Diversity of Learners**

**In line with the Jewish principle that every individual has a unique *neshamah* (soul), our teaching strategies are responsive to the diverse needs of dyslexic children. Using multisensory learning techniques, assistive technologies, and individualised support, we ensure that all children can access the curriculum and develop the skills they need to succeed. This reflects our commitment to nurturing each child’s unique learning style and potential.**

**Partnership with Parents: A Pillar of Success**

**In Jewish tradition, parents and teachers are seen as partners in the education of a child. We work closely with parents to ensure they have the tools and strategies to support their child at home. This partnership is essential in helping children with dyslexia succeed, and we view dyslexia as a learning difference rather than a difficulty. By working together, we aim to nurture each child’s personal and academic growth.**

**By embedding Jewish values into our dyslexia policy, we strive to create an inclusive and compassionate environment where every child is valued and supported. This policy ensures that children with dyslexia are not only helped to overcome their challenges but also encouraged to flourish and contribute to the school community with dignity and resilience.**