



# Worcestershire Dyslexia Pathways

**Whole School Development Pathway  
and Individual Child Dyslexia Pathway**

**2015**

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## **Worcestershire Dyslexia Pathway**

### **Section 1: The Policy**

#### **1.1 Introduction**

All too many children and young people are not ‘enjoying and achieving’<sup>1</sup> in literacy, a most important area of their education. Failure to succeed in reading and writing frequently impacts on other curriculum areas and leads to a school career full of frustration, exhaustion, low self-esteem and often withdrawal or aggression.

The Worcestershire Dyslexia Pathways are based on good practice, and schools should recognise much of what is suggested. They build on recent research, DfE guidance for Teaching Literacy, general principles of Quality First teaching and advice for schools in the Inclusion Development Programme

<http://www.idponline.org.uk/psdyslexia/fscommand/launch.html>

and The Literacy and Dyslexia Professional Development Framework available on line

<http://framework.thedyslexia-spldtrust.org.uk>

or refer to Section 1.10 for overcoming the barriers to learning associated with dyslexia.

These all emphasise the importance of the emotional climate as well as good pedagogy, together with Wave 2 and 3 interventions, a graduated response. The Individual Child

Dyslexia Pathway also links with the **Special educational needs and disability code of practice: 0 to 25 years, 2014**. It is based on a partnership model, where the views of all

involved with the child are part of the cycle of planning and reviewing. Support, guidance and a clear map should enable more children to fulfil their true potential.

#### **1.2 Background**

In 2005, a Working Party (Appendix 8.1) was formed to map a clear pathway to be followed in Worcestershire by schools, support services, pupils and parents, when children begin to have difficulties with reading, writing and/or spelling. Their suggestions went to a Consultation Group for comment and approval. The original version of this document emerged from the consultation process. However, the Inclusion Development Programme (IDP) was launched by the Government in 2008 to support schools in overcoming a variety of barriers to learning. Dyslexia is one of the first two topics to be addressed, alongside Speech, Language and Communication Needs (SLCN). In 2010 the Worcestershire Dyslexia Pathway was aligned

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with the IDP and made several references to the excellent range of CPD materials, strategies and resources available to help schools provide an accessible and inclusive learning environment for children with dyslexia. This current 2014 version has been updated due to the introduction of the SEND Code of Practice (2014) and the expectations of the Ordinarily Available framework which describes the entitlement of pupils in Worcestershire's mainstream schools. Section 2 is now based on the training package using the materials available through the Dyslexia SPLD Trust, The Literacy and Dyslexia-SPLD Professional Development Framework: <http://framework.thedyslexia-spldtrust.org.uk/>

### 1.3 Aims

This document sets out a pathway for individual pupils and a pathway for whole school development, showing a graduated response to the child/young person's needs over time. It aims to:

- Clarify the terminology to be used
- Clarify the roles and responsibilities of all concerned in this process and to ensure consistency of response
- Promote the active participation of children/young people and their parents/carers in the learning process
- Support inclusive practice by promoting adaptations to the learning environment to cater for the needs of children/young people
- Support schools in their provision for children with dyslexia so as to increase pupils' accuracy and fluency in reading and writing and promote enjoyment of literacy
- Support schools in addressing other areas of need affecting children and young people with dyslexia, including processing skills, sequencing, memory, and organisation
- Promote and support the ongoing review of classroom practice and pupil progress based on the graduated response developed through the cycle of assess, plan, do, review.
- Support schools and pupils at times of transition and before exams
- Signpost sources of information and support

### 1.4 What is Dyslexia? Definitions

The term Dyslexia is in widespread usage and is now used in Worcestershire. It is one of several specific learning difficulties. Pupils with an identification of dyslexia may present with different profiles and a range of specific strengths and difficulties.

Dyslexia is derived from two Greek words, 'dys' meaning 'difficulty' and 'lexicos' meaning 'words'. The literal meaning is therefore 'difficulty with words', or difficulty reading and spelling words.

The Rose Report on Dyslexia (2009) has defined Dyslexia as follows (page 10):

- **Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.**
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

We also accept and use the following definitions:

### **DfE and British Dyslexia Association**

'Dyslexia is a **learning difference**, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn effectively in a busy classroom. They are also key skills for life.' (Dyslexia Friendly Schools Pack)

[http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM\\_DFS-info\\_pack.pdf](http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM_DFS-info_pack.pdf)

### **British Psychological Society**

Dyslexia is evident when accurate and fluent word reading and/or spelling develops incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.

Working Party of the DECP, 1999, (2005 reprint) p.11

These definitions, taken together, explain that dyslexia is a recognisable **PATTERN** of strengths and difficulties that **PERSISTS** over time. The pattern can look different in different children.

### **Further Points:**

- It is now generally accepted that children with lower ability may also have dyslexia and there is not always a discrepancy between cognitive and literacy skills.
- Persistent difficulties with reading/spelling form part of a whole range of other strengths and difficulties.
- Dyslexia is not a simple, universal concept. It involves a continuum of physical, physiological, neurological, environmental and genetic factors. There is a continual interaction between the individual and environmental factors, resulting in different presentations of dyslexia; therefore it is sometimes difficult to make a firm identification
- Approaches to dyslexia should be informed by recent research including that in neuropsychology. This has identified two types of reading/spelling difficulty, dysphonetic and dyseidectic (Dr D Milne, 2005). Children with a dysphonetic difficulty have difficulty with sounding out words, whereas children with a dyseidectic difficulty struggle with direct access (whole word learning), which uses a different brain circuit. Some children can have both *dyseidectic and dysphonetic* difficulties

## 1.5 Worcestershire's Vision

We have a vision of inclusion in Worcestershire where:

- Children and young people's needs are met in schools that can be recognised for excellent practice from Quality First Teaching (QFT), to the graduated response of Wave 2 and Wave 3 provision based on the expectations of 'Ordinarily Available'
- There is an expectation of success for all pupils
- Children and young people learn skills and strategies that enable them to enjoy and achieve throughout their lives
- Children and young people with dyslexia are fully included in all aspects of learning
- All school staff should have the knowledge and expertise to help pupils with dyslexia overcome and/or reduce the associated barriers to learning
- Schools and families are supported by Children's Services or a third party acting on their behalf to fulfil these aims.

This is in line with the four key elements of good practice, identified in the Rose Report and OFSTED (2010.).

- A whole school ethos that respects individuals' differences maintains high expectations for all and promotes good communication between teachers, parents and pupils.
- Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these.
- Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.
- Access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

## 1.6 Key Principles

- A positive emotional climate is essential for children to make progress

*Pupils (with dyslexia) have no difficulty recognising the learning environment in which they can succeed. It is interesting that the underlying theme is the emotional climate in the classroom rather than any specific techniques or special methodology.*

Johnson (2004)

- Learning environments need to be 'dyslexia friendly' across the whole school
- Assessment and intervention should initially be holistic/systemic rather than focused on a perceived problem within a child/young person

*In dyslexia friendly schools the focus has changed from establishing what is wrong with children in order to make them 'better', to identifying what is right in the classroom in order to enhance the effectiveness of learning.*

DfES (2005)

- The learning environment and teaching approaches should take account of the needs and strengths of each individual

*'If they don't learn the way we teach them, we must teach them the way they learn'*  
Prof Tim Miles

- Early intervention: schools should be able to take action without feeling the need to wait for the involvement of outside agencies
- Assessment should be done through teaching and observation over time, with monitoring of progress and provision
- The active involvement of the children/young people and the support of their parents/carers is vital

## 1.7 Frequently Asked Questions

**Q: Who can 'diagnose' or identify that a child has dyslexia?**

A: The IDP developed a collaborative approach involving those professionals supporting the pupil which can include class teacher, Learning Support Teacher, Educational Psychologist (if involved) and SENCo, to gather and review information about the pupil's learning profile, strengths and weaknesses over a period of time to judge if their difficulties are 'severe and persistent'.

Diagnostic Assessments will also be part of the pupil's profile and should be conducted by a certified person, qualified to assess:

- **Specialist Teacher/Assessor** with a Diploma in SpLD, an Assessment Practicing Certificate and AMBDA status.

- **Chartered Psychologist** specialising in Specific Learning Difficulties registered with the Health Care Practitioners Council (HCPC)

The assessor should conduct a battery of cognitive, ability and literacy/numeracy attainment tests. The results should show the pattern of strengths and weaknesses and give recommendations for remediation and ways to access the curriculum.

The Rose Report (DCFS 2009) states that ultimately it will be the Specialist Dyslexia Teachers and/ or Educational Psychologists who will identify Dyslexia formally.

The Worcestershire Dyslexia Pathway leads to a Dyslexia Decision Meeting (DDM) where the professionals meet to review the information.

The term 'diagnose' is avoided as this implies that the child has a medical illness or deficit rather than a learning difference, so the term 'identification' of children with dyslexia is used.

**Q: Why use the term dyslexia instead of specific learning difficulties?**

A: Dyslexia is the term used by current DfE guidance, (SEND: Code of Practice 2014) and is in common usage in the general population. Specific Learning Difficulties, SpLD, is an 'umbrella'



term for a variety of learning differences including dyslexia, dyspraxia, dyscalculia etc. Dyslexia can present in different ways for different children. There may be overlapping aspects or co-occurring specific learning difficulties. Dyslexia is the term used in the Disability Discrimination Act (1995) and still specifically mentioned in the Equality Act (2010).

**Q: How soon can I know whether a child has dyslexia?**

A: There may well be early indicators of dyslexia in preschool and Key Stage 1 children (see Section 3). However, children develop at very different rates and there could be many other factors influencing children's learning in the early years (see PACE checklist, Section 4.1). It is unlikely that the term dyslexia could be used with confidence during the Foundation Stage or Key Stage 1 because of the amount of literacy teaching, additional support and assessment needed over time. However, there will be some children who could be considered 'at risk', so appropriate early intervention and action should be taken. The appropriate Checklist of Common Characteristics should be used to highlight early difficulties. Schools are required to identify early, those pupils not making adequate progress and respond to their needs, making provision and reviewing how effective it is, as part of the graduated response.

**Q: Can a child have dyslexia and be on the gifted and talented register?**

A: Yes. Dyslexia affects children of all abilities. There could be a large discrepancy between ability and achievement in literacy or no discrepancy at all. There are many examples of famous people with dyslexia who are gifted and/or talented, especially in the areas of the Arts, Science and Sport.

**Q: Is there a 'cure' for dyslexia?**

A: To date there is no known 'cure' for dyslexia but it should not be seen as an illness. Successful interventions will alleviate particular aspects of dyslexia such as reading, spelling, visual difficulties or organisational skills. Most children should make excellent progress with the right support and early intervention. Many commercial or private specialists advocate "cures" for dyslexia. Different programmes of tuition and intervention can have a very positive effect initially, but children will often 'plateau' and then need a different kind of support. Parents and teachers need to be mindful of expensive "cures" and ask for detailed information and data of successful outcomes before committing to great expense. Many dyslexics, who have great talents because of their dyslexia (in the way they learn and think differently), often consider their dyslexia to be a gift, rather than a difficulty.

**Q: Does dyslexia run in families?**

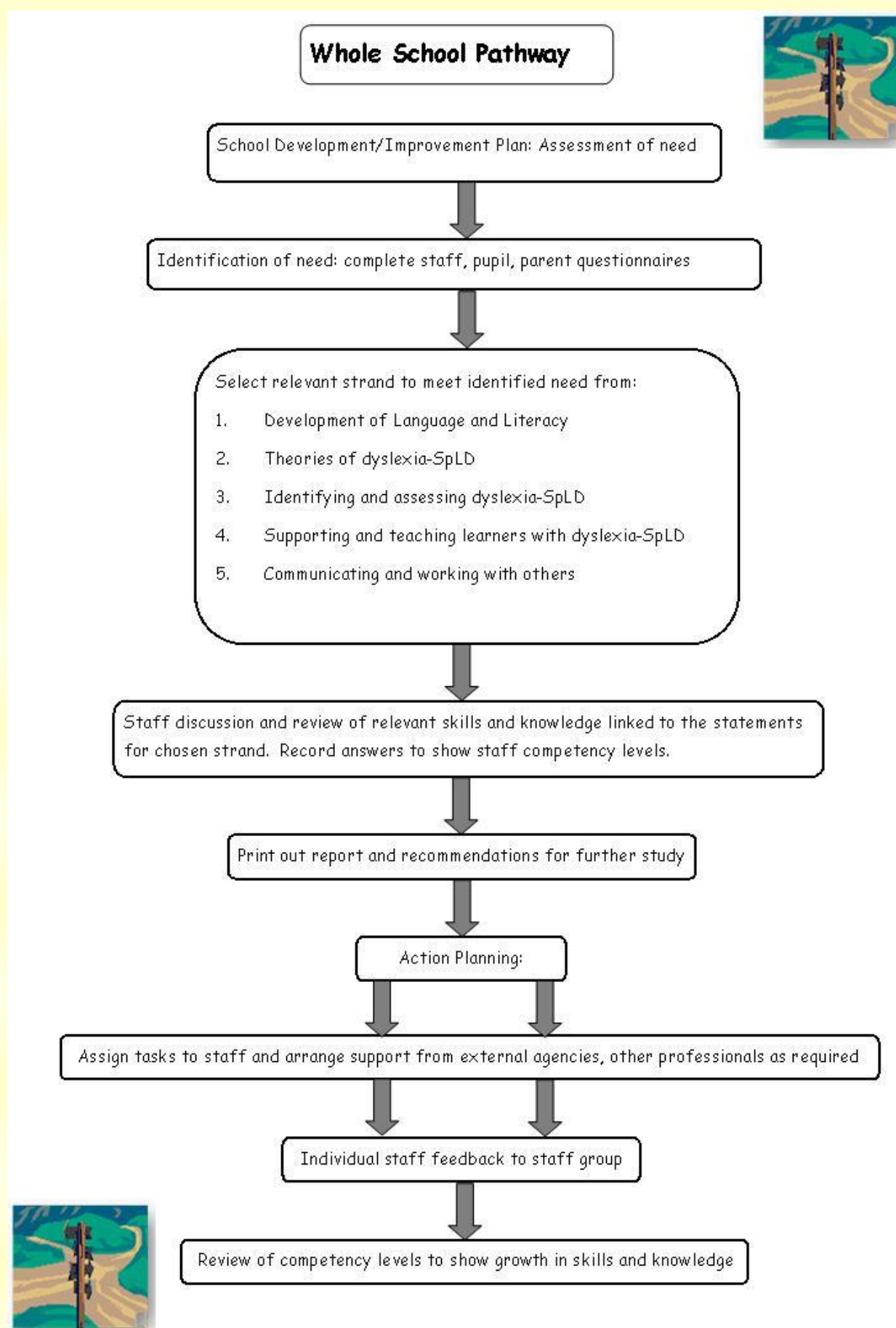
A: There is substantial evidence that dyslexia is evident in generations of families, though many years ago it may not have been identified as anything other than a reading difficulty. Dyslexia can often be traced through generations. It may often skip a generation or be present in the extended family such as uncles or cousins, as well as siblings. Research has shown that 30% to 50% of children with a parent with dyslexia will have dyslexia.

'Family history can help predict risk for dyslexia so that early and intensive environmental interventions can be prescribed to reduce the risk of reading failure' (Olson 2006).

## **1.8 The Worcestershire Whole School Pathway**

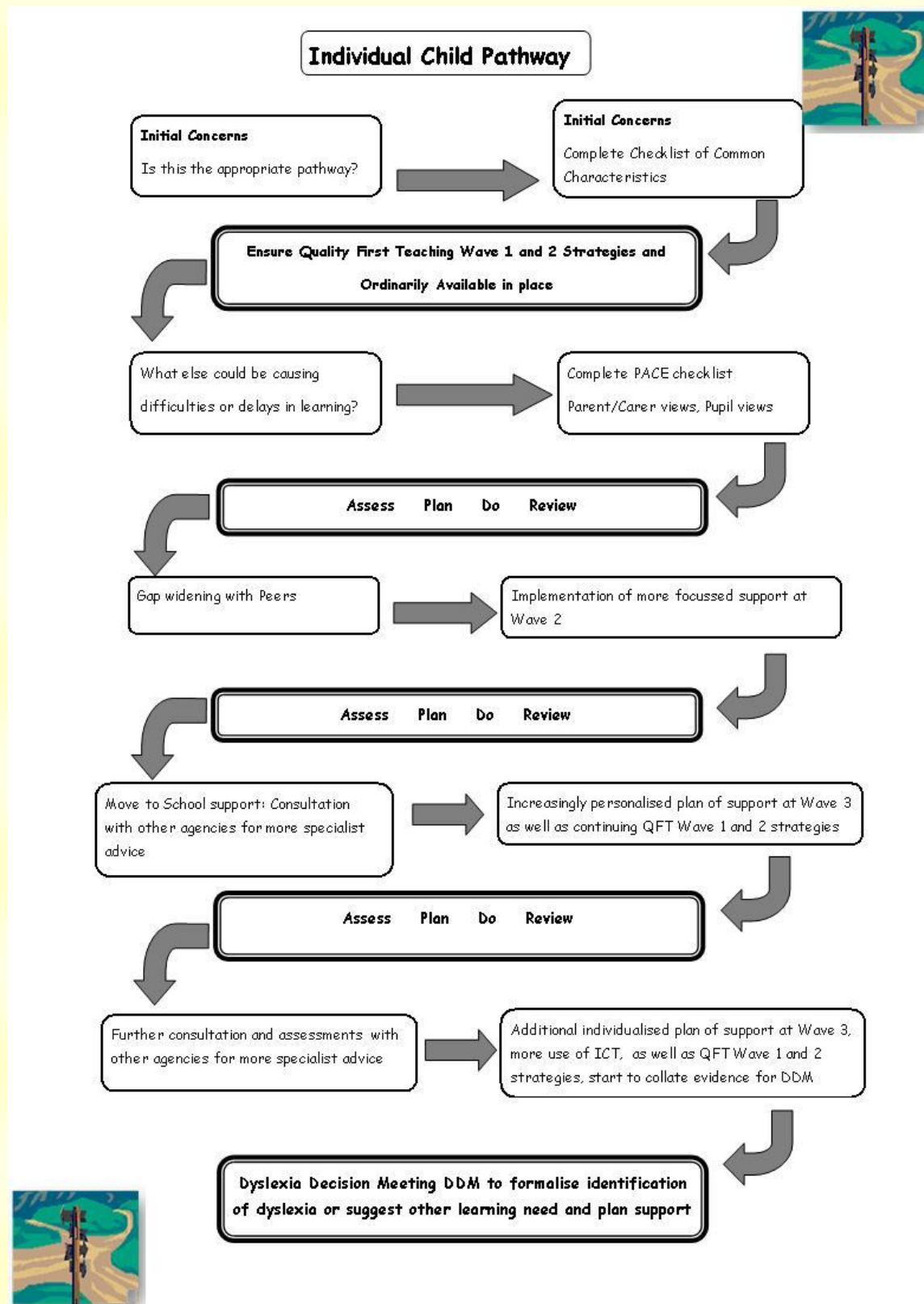
The Whole School Pathway sets out a recommended route to be taken by school staff to ensure that every teacher and teaching assistant has Stage 1 (Framework) or 'foundation level knowledge' (IDP) about dyslexia.

NB: SEF refers to the Inclusion Development Programme, Self-Evaluation Form.



## 1.9 Worcestershire Individual Child Pathway

The Individual Child Pathway sets out the route of assessment and intervention for children and young people who may have dyslexia. (See Rose Report, DCSF, 2009, page 45 for a graduated approach )



There will be occasions, especially at upper KS2 or 3, where pupils may be "fast tracked"

if dyslexic difficulties are clearly evident but identification has not been made and appropriate support has not been offered. This is especially important where self-esteem and confidence are at such a level it is affecting all learning or resulting in increasing incidences of negative behaviour.

## **1.10 The Literacy and Dyslexia-SpLD Professional Development Framework**

The Framework is an online tool that can be accessed through the following link:

<http://framework.thedyslexia-spldtrust.org.uk>

## **1.11 Finding the IDP**

The IDP can be found by:

- Using the DVD sent to all schools; or
- Access on line using the link [www.idponline.org.uk](http://www.idponline.org.uk) and choosing the Dyslexia option.





## Section 2: Whole School Planning - Guidance for head teachers, senior managers and SENCOs

### The Literacy and Dyslexia-SpLD Professional Development Framework [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

#### 2.1 Introduction:

The Professional Development Framework is a free web-based tool accessible to all. It is a self-assessment tool that provides the user with a full personalised report based on a 'gap-analysis' of their confidence in key areas related to dyslexia and Specific Learning Difficulties [SpLD]. It provides suggestions for next steps in CPD, including key reference texts and research literature; work-place activities; teaching resources; web-based resources and other professional development materials.

#### The Framework can be used to:

- assess personal knowledge and skills
- mentor a colleague or NQT
- appraise a whole department's capacity to support those struggling with literacy
- evaluate a school in respect of provision for the Dyslexic learner

#### The framework is divided into six strands:

- Development of language and literacy
- Theories of dyslexia-SpLD
- Identifying and assessing dyslexia-SpLD
- Supporting and teaching learners with dyslexia-SpLD
- Communicating and working with others
- Professional development and dyslexia-SpLD

Each strand is further divided into 5 Stages linked to the roles and responsibilities starting from Stage 1, all teaching staff to Stage 5, specialist teacher advisor role.

The 'Universal level' mirrors that expected as 'ordinarily available' and quality first teaching for Worcestershire Schools. There would also be those professionals within the school working at the Targeted (stage 2) and Targeted Specific level (stage 3) depending on roles and responsibilities.

Stages	Description	Professionals
Stage 1	Universal	All staff teaching and supporting learners in all levels of educational setting
Stage 2	Targeted	Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. Practitioners in specialist settings

Stage 3	Targeted Specific	Higher Level Teaching/Special Assistant in all settings SEN Teacher SENCo Teacher in main stream seeking to specialise in dyslexia/SpLD CPD leader for teaching schools
Stage 4	Specialist	Dyslexia/SpLD Specialist Teacher Dyslexia/SpLD Advisory Teacher Specialist Teacher Assessor
Stage 5*	Specialist Complex	Specialist Teacher Assessor Dyslexia/SpLD Advisor Dyslexia/SpLD Trainer
*Teachers working at this level would be expected to be qualified to undertake full cognitive diagnostic assessments for dyslexia-SpLD		

The framework maps onto relevant professional development frameworks, thus enabling it to inform senior management teams within schools on competencies and qualifications required by existing staff and for recruitment purposes. The ultimate goal is for the framework to provide a starting point for strategic decision-making which will have a positive impact across schools and other learning environments improving the outcomes for dyslexic-SpLD learners.

**The purpose of the Framework is to:**

- raise knowledge and expertise of staff
- support institutional improvement and strategic plans
- help schools to meet OFSTED requirements
- provide information and resources for focused, cost and time effective CPD across the workforce resulting in the capacity to improve learning experiences and outcomes for the Dyslexic-SpLD learners and their parents.

## 2.2 Using the Framework in a whole school or department situation

The framework can be used to structure whole school improvement plans or departmental continuous or individual professional development targets in respect of dyslexia-SpLD. This work could be incorporated within existing priorities such as raising achievement, vulnerable groups or preventing disaffection.

### Using the Framework as a whole team

The framework statements can be used as the starting point for a whole team discussion about relevant skills and attributes. The printed report on the team's strengths and weaknesses operates as a structure to plan individual, school, or departmental CPD over the course of the next one to three years.

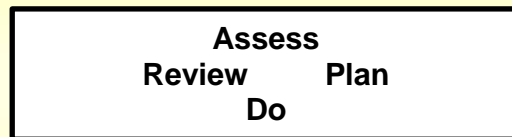
**Step 1:** Review Framework as a whole team discussion regarding relevant skills and knowledge linked to statements within the selected strands

**Step 2:** Complete the Literacy and Dyslexia-SpLD framework to show the group's collective expertise, beware of 'vulnerable expertise' where one person has a significantly higher level of expertise compared to others in the group which would make the whole group vulnerable if the individual left.

**Step 3:** Print off the completed report with the recommendations for further study. Activities can then be assigned to the group either as a whole or individually to be presented to the team at a future date.

**Step 4:** The report could also feed into the School Improvement Plan highlighting areas of highest need to structure future plans and aspirations.

**Step 5:** when the activities/study are completed the statements are revisited for the specific strand covered and confidence levels chosen to show progress



### Using the Framework as an individual

The framework can be used individually to assess a teacher's confidence in each of the six themes, analyse their profile and recommend 'next steps' for their continuing professional development. This could be used to guide future course choices or suggest easily accessible materials and work-place activities to develop teaching practice. This is best linked to the whole School Improvement Plan as many of the work place activities encourage collaboration with colleagues and develop impact on the school environment.

Some suggestions for the individual teacher include using the report:

- as a document for the teacher's annual appraisal/performance review to structure the following year's CPD needs
- to contribute to the evidence needed for keeping effective records of informal CPD, such as the Teaching Portfolio
- as a multi-sensory resource pack
- to mentor or support colleagues through suggested work-place activities
- to reassess individual competencies after undertaking a selection of CPD activities

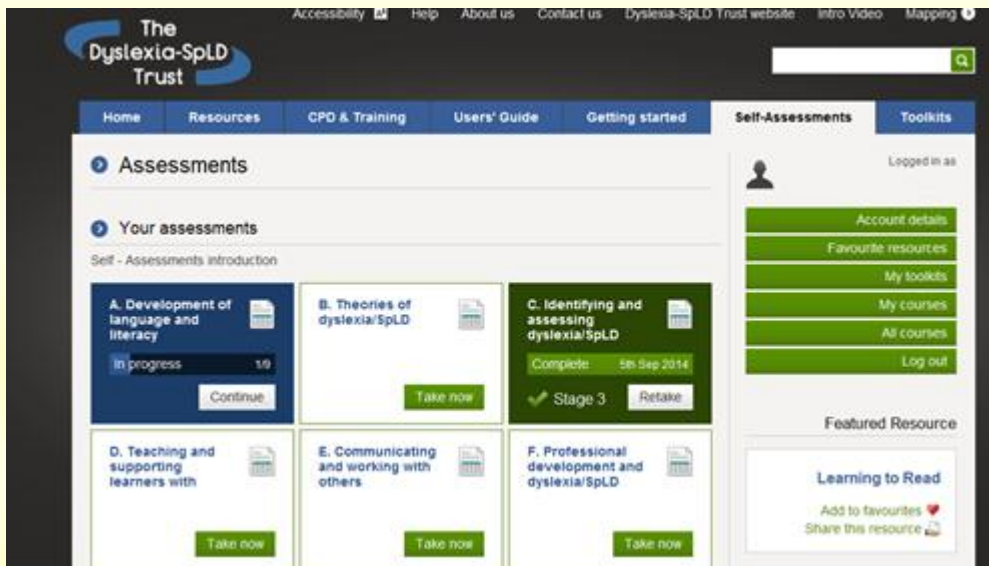
## 2.3: Getting Started Completing the Self Assessment Tool

The six strands for self-assessment shown on the Home Page:

- Language and Literacy
- Theories of Dyslexia
- Identification and Assessment
- Teaching and Learning
- Working and Communicating with Others
- Professional Development.

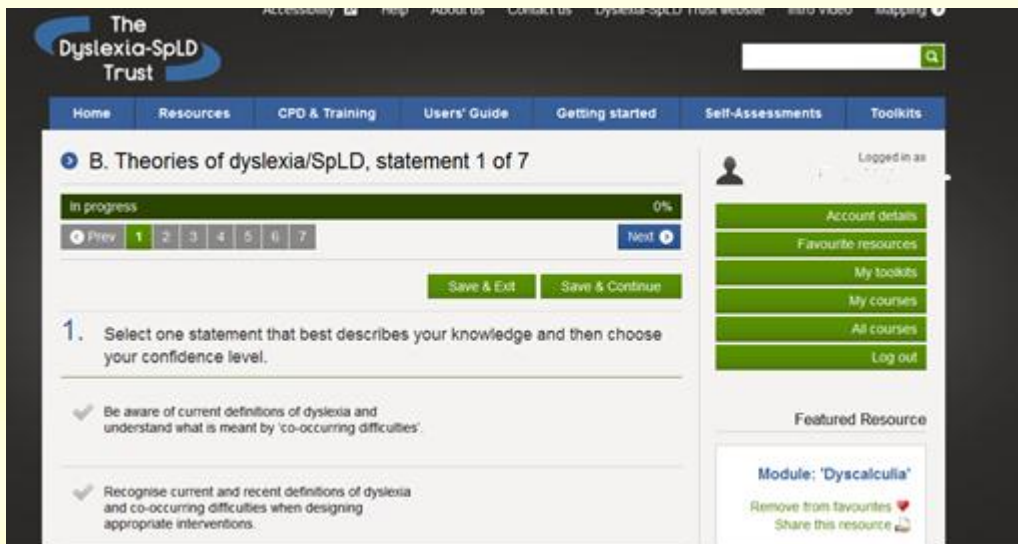
Choose a strand to work on either as a staff or independently.

Once logged on to site, click on **Self-Assessments** tab and then the strand to be developed.



Click on the strand to be studied e.g. Theories of dyslexia/SpLD.

This will open a rating scale for 7 statements.



Choose a statement that is most appropriate for your current level of knowledge, and then click on how confident you feel for that statement either as an individual or as a group to rate your confidence level.

**B. Theories of dyslexia/SpLD, statement 1 of 7**

In progress 15%

Prev 1 2 3 4 5 6 7 Next

Save & Exit Save & Continue

1. Select one statement that best describes your knowledge and then choose your confidence level.

✓ Be aware of current definitions of dyslexia and understand what is meant by 'co-occurring difficulties'.

✓ Recognise current and recent definitions of dyslexia and co-occurring difficulties when designing appropriate interventions. **Low** Medium High

Selected your confidence level.

✓ Understand how different definitions of dyslexia may impact on choice of interventions.

✓ Evaluate the different theories of dyslexia to design appropriate interventions.

Account details  
Favourite resources  
My toolkits  
My courses  
All courses  
Log out

Featured Resource

Module: 'Dyscalculia'  
Remove from favourites  
Share this resource

Click on **Save and Exit** or **Save and Continue**.  
Now proceed to the next statement.

When all 7 statements have been rated according to confidence levels click on **Save and Finish**.

A report will then be produced showing the level you are operating at and suggested resources to study.

**B. Theories of dyslexia/SpLD**

Based on your self assessment you operate in **Stage 3**. This is indicated in your results below. We have proposed some recommendations to assist you in improving where you did not score yourself highly. You may wish to share your results with colleagues to get further feedback.

Download as PDF

**Online resources**  
We recommend the following Online resources for this assessment

Module: 'What is Dyslexia?'  
TDA/Lamb

The Brain and Dyscalculia

Literacy as a Complex Activity:  
Deconstructing the Simple  
View of Reading.  
Stuart M., Stainthorp R. &  
Snowling M. (July 2008) Literacy  
Vol. 42, No.2...

**Activity resources**  
We recommend the following Activity resources for this assessment

Explore controversy  
Exploring controversy: use the

1. Recognise current and recent definitions of dyslexia and co-occurring difficulties when designing appropriate interventions.

Stage  
1 2 3 4 5

Confidence  
**Low** Medium High

2. None of the statements are applicable to me.

Stage  
1 2 3 4 5

Confidence  
Low Medium High

3. Consider theories of co-occurring difficulties with dyslexia when planning classroom support.

Stage

Account details  
Favourite resources  
My toolkits  
My courses  
All courses  
Log out

Featured Resource

Module: 'Learning to Write'  
Add to favourites  
Share this resource

Each strand can be taken separately, which will give a personalised report based on the responses and a list of recommended resources to move on your level of knowledge. The resources range from online resources, books, activities to develop knowledge and teaching practice. These can then be worked through and the statements revisited to show progress through the stages.



## 2.4 The Dyslexia IDP

The IDP is split into 4 modules:

- Dyslexia: understanding and supporting reading
- Dyslexia: understanding and supporting spelling
- Dyslexia: a focus
- Dyslexia: adapting practice

There are key themes which run through each of the modules:

- The central role of teachers' skills and knowledge in developing all pupils' work in reading and spelling
- The importance of tracking and monitoring progress and intervening when progress begins to slow
- The importance of pupils, parents and teachers working together in partnership
- The continuing need for explicit teaching for those making slow progress at any age or key stage

### Using the IDP to develop practice

The self-evaluation resource should be completed by learners before and after using the resource to identify existing knowledge and understanding and the areas in which they might enhance their skills.

Members of leadership teams in schools may encourage staff to complete the self-evaluation resource before and after using this resource and share the results to produce an audit of knowledge and skills. This audit could help leadership teams prioritise areas for development.

#### Codes used:

K – Knowledge

A – Adjustment to practice

My knowledge and understanding of the processes involved in word reading and spelling, and of the difficulties that pupils with dyslexia experience.		Rate 1–4 1 = not very confident 4 = very confident			
		1	2	3	4
<b>Dyslexia: Understanding and supporting reading</b>					
<b>1K</b>	I know how <i>the simple view of reading</i> provides a framework for understanding important parts of literacy learning.				
<b>2K</b>	I know how typically developing children acquire word reading skills.				
<b>3A</b>	I monitor pupils' reading development and make adjustments to support those who are making slow progress.				
<b>4A</b>	I take action to find appropriate interventions for pupils with reading difficulties.				
<b>Dyslexia: Understanding and supporting spelling</b>					

My knowledge and understanding of the processes involved in word reading and spelling, and of the difficulties that pupils with dyslexia experience.		Rate 1–4 1 = not very confident 4 = very confident			
		1	2	3	4
5K	I know what processes are involved in accurate spelling.				
6K	I know how typically developing children acquire spelling skills.				
7A	I teach pupils strategies for learning how to spell words accurately.				
8A	I adapt spelling lists to take account of different rates of progress.				
<b>Dyslexia: A focus</b>					
9K	I know the defining characteristics of dyslexia and of the difficulties that pupils with dyslexia experience.				
10K	I know which pupils in my class(es) have dyslexic difficulties.				
11A	I provide appropriate support so that pupils with dyslexic difficulties can access learning and confidently demonstrate their understanding.				
12A	I understand the nature of the explicit literacy teaching that is provided for pupils with dyslexic difficulties and ensure that my classroom practice consolidates this.				
<b>Dyslexia: Adapting practice</b>					
13K	I know that some pupils have difficulties with short term memory that can affect their ability to organise thoughts, manipulate mental calculations and remember complex instructions.				
14K	I know that for pupils with dyslexic difficulties, reading often remains effortful even when acceptable accuracy has been achieved and I know that this can have a knock-on effect on reading comprehension.				
15A	I ensure that pupils with dyslexic difficulties have the opportunity to participate in a good range of literature that develops understanding and vocabulary.				
16A	I understand how to outline the small steps that can be taken to achieve success and provide frequent opportunities for positive feedback.				
<b>Total score out of 64</b>					

## 2.5 Action planning for developing knowledge, skills and classroom practice

Depending on the size of your school and the range of staff who completed the self-evaluation grids, this may lead to the creation of one or more action plans.

Parents/carers and pupils should be fully informed and involved in whole school development planning for meeting the needs of pupils with dyslexia (SEND Code of Practice 2014).

### **Suggested criteria for success:**

- Staff are confident that they understand the nature of dyslexia and the range of difficulties pupils with dyslexic difficulties experience
- Pupils with dyslexia show increased confidence and enjoyment and participation in lessons; progress of pupils with dyslexia is improved

**Monitoring by:** SENCo /SLT/Subject leaders

**Time needed:** As part of school on-going monitoring cycle

**Monitoring Strategies:** Evidence from staff self evaluation (baseline compared with end), pupil questionnaire; lesson observations; pupil progress data (RAISE online, NC levels) and observed evidence of improved progress/participation in lessons; planning and work scrutiny.

### **Dyslexia/SpLD Professional Development Framework - School Action Plan 2014/15**

To be completed following completion of the statements to support implementation of the recommendations

	Activity	Staff involved, organisation, time	Resources recommended from Framework

**Success criteria:**

**Monitoring by:**

**Time needed:**

**Monitoring Strategies:**

## 2.6 Staff training sessions

Once schools have established their priorities and a baseline for staff or cohorts of staff (e.g. Teaching Assistants (TAs) or Newly Qualified Teachers (NQTs) may require additional or different training) schools have a choice of training available to them.

The Support Services offer a range of CPD opportunities and school based training that can be tailored to schools' needs and could be presented to whole staff or staff groups accordingly. There are conferences and courses on dyslexia for any interested teachers and TAs. There are also local professional groups and institutions who offer courses and information together with national professional groups who offer conferences and distance training.

### Further support and information

There is a range of websites (national professional institutions and groups) which offer further information and distance learning opportunities:

- BDA – [www.bda-dyslexia.org.uk](http://www.bda-dyslexia.org.uk)
- Helen Arkell Centre – [www.arkellcentre.org.uk](http://www.arkellcentre.org.uk)
- PATOSS – [www.patoss-dyslexia.org](http://www.patoss-dyslexia.org)
- Dyslexia Action – [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)
- Dyslexia Trust – [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)
- [www.dyslexic.com](http://www.dyslexic.com) ( useful source of ICT and information links)

**Locally:** Birmingham and Gloucester University offer SpLD Post graduate courses

Local meetings: Patoss – see web site above

Local Dyslexia Association: [www.hwda.org.uk](http://www.hwda.org.uk)

## 2.7 Quality First Whole Class Teaching

The SEND (COP 2014) states that:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Provision starts with Quality First Teaching (Rose Report, DCSF, 2009, p. 48). This view is stressed throughout the SEND COP:

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a **lack of good quality teaching**. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, **teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered**. (SEND COP: 6.37)

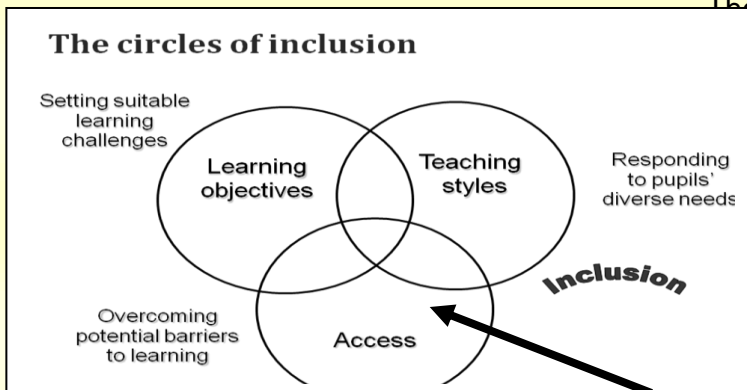
The National Curriculum (2014) inclusion statement made it a statutory requirement that all teachers:

- Setting suitable challenges
- Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

For children with dyslexia this may be interpreted as:

- *Getting the learning objectives right* ('tracking back' through literacy objectives as appropriate).
- *Using appropriate access strategies* (planning strategies to overcome literacy difficulties as a barrier to learning in other subjects).
- *Choosing appropriate teaching styles and approaches to take account of the way that children with dyslexia learn* (for example, using multi sensory tasks and activities of varying lengths).

The Circles of Inclusion, DfES, 2005, pp. 5-6



Each pupil's classroom environment needs to routinely cater for the specific learning differences of children with possible dyslexia, by varying teaching styles and removing barriers to learning. Appropriate strategies can be implemented at the class teaching level, in line with the principles of Quality First Teaching, which benefit all children.

#### Four key elements of good practice:

- A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils.
- Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these.
- Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.
- Access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

Throughout all whole school development work and classroom planning, it is helpful to think of dyslexia as a **learning difference** rather than a **learning difficulty**.

*Acknowledging a 'specific learning difficulty' as a 'specific learning difference' places the focus firmly on how all lessons are planned, resourced and taught and also on the way teachers are supported through school policy, practice and ethos. This offers real opportunities for an emphasis on inclusive mainstream strategies, which are designed to empower all learners to be the best they can be.*



All schools can aspire to helping pupils access the curriculum, as an entitlement together with offering alternative forms of recording information, such as using ICT, to enable dyslexic pupils to demonstrate their true knowledge and ability. This will help relieve stress and anxiety and raise confidence and self-esteem, which in turn will enable all pupils to have better opportunities to learn and succeed. The British Dyslexia Association Technology Committee produce information and support for schools regarding use of technology to support pupils in school and ways to access the curriculum:

<http://bdatech.org> Using Technology to support Dyslexic pupils 2013

## 2.8 Provision Management

Provision management will help to ensure that the school's resources are effectively and appropriately targeted. All provision should be subject to rigorous evaluation, in terms of the impact made on progress in literacy skills and pupil attitudes.

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school. (COP 2014: 6.77)

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention. (COP 2014: 6.76)

Schools need to look at their provision map and monitor what is already provided to support dyslexic pupils, how successful it is and what other specialist programmes may be needed. Additional practice using ICT to support interventions may be one of several solutions.

A checklist of dyslexia-friendly learning environments (see Section 4.5) can be used to adapt the classroom for children with dyslexia, whilst helping all children too. Relieving visual stress is a relatively simple way that all staff can help dyslexic pupils, such as using coloured backgrounds on Interactive Whiteboards and using cream paper, enlarging or double spacing text and offering coloured reading overlays.

## 2.9 Monitoring Impact

Impact will be demonstrated by measurable improvements in pupil achievements or standards and general classroom behaviour as more pupils are actively engaged in their learning. There is also likely to be an associated measurable reduction in fixed term and permanent exclusions over time.

*There is evidence of a "route to offending" among certain young people, which starts with difficulties in the classroom, moves through low self-esteem, poor behaviour and school exclusion, and ends in offending.*

British Dyslexia Association (2004)

Impact could be monitored in many ways:

- Repeating the staff self-evaluation
- Completing parent questionnaires (see below)
- Using a pupil attitude survey (see below)
- Setting up lesson observations
- Studying pupil progress data, small steps progress as well as achieving end of year, age appropriate expectations
- Collecting observed evidence of improved pupil participation
- Looking at planning and work scrutiny

**Further information for possible whole class approaches and interventions:**

**The Sutton Trust-EEF Teaching and Learning Toolkit**

<http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/> is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 34 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. The Toolkit is a live resource that will be updated on a regular basis as findings from EEF-funded projects and other high-quality research become available:

<http://www.interventionsforliteracy.org.uk/>

**What works for children and young people with literacy difficulties? Brooks, G. (2013).**

Available on the Dyslexia-SpLD Trust, giving updated reports on a range of common interventions and approaches giving an overview and their impact on pupil progress.

## PARENT/CARER QUESTIONNAIRE

Name: .....

Name of child: .....

	Please tick (✓)		
	Yes	Partly	No
1. The school has a clear understanding of my child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school keeps me informed about my child's Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am given information about what my child is learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers give me advice and tasks to help my child at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers listen to my concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am pleased with the progress my child is making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My child is happy at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child has friends at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know the staff who support my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know how support staff help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am happy with the help my child receives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am involved in reviewing my child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, what the school does for my child is

Excellent ☐

Good ☐

Satisfactory ☐

Poor ☐

**Any other comments:**

DATE: \_\_\_\_\_

# Pupil Attitude Survey

Read this passage to the pupil if necessary

“We would like to know how you feel about school and school work; this will help us know how we can get better at supporting you and helping you to learn.

Please answer the questions by putting a ☒ in one box along each row.

If you make a mistake, don't worry just cross out the wrong box.

I can help you read the questions if you need me to.”

I am in year

	Agree a lot	Agree	Disagree	Disagree a lot
1 I like coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I feel confident to join in activities at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I feel good about myself when I am at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The work I do in most lessons is interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Teachers and helpers know that I sometimes have difficulty with reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Teachers and helpers know how to help me when I get stuck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Some of my friends know that I sometimes have difficulty with reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Some of my friends know how to help me when I get stuck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Agree a lot	Agree	Disagree	Disagree a lot
9 I am confident to ask for help whenever I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>10</b>	I prefer to use the computer to write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11</b>	I sometimes use concept maps/mind maps to help me write what I think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12</b>	I sometimes use a highlighter pen to help me pick out words and sentences I need to remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13</b>	The books I have to read and to take home are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14</b>	The teacher writes on the board in different colours to make it easier for me to read and copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15</b>	I can use coloured overlays if I need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16</b>	My teacher gives me extra time to finish my work if I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>17</b>	I know what to do when I am stuck on a word I can't read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>18</b>	I know what to do when I am stuck on a word I can't spell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19</b>	I like to work with other children in my class especially when we do writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20</b>	I know what I need to do to get better at reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21</b>	I feel I am getting better at reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pupil Category

(for teachers to complete)

SEN Support/Statement/EHCP

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------



## Section 3.1 : Individual Child Dyslexia Pathway

There is no single test for dyslexia. The identification of dyslexia requires a graduated process of assessment and continuum of provision. This can assist in identification of a pupil's strengths, weaknesses and learning style as well as factors in their learning environment that are proving both helpful and unhelpful in their learning. This graduated pathway is in line with the principles of the SEN Code of Practice (2014)

Schools need to develop the necessary skills to identify as early as possible, pupils who may be having literacy difficulties.

Following initial identification, school-based strategies should be implemented and progress monitored. Consultation and training are available.

Within school, early identification can be made through selection from the following:

- Reading/writing with children
- Direct observation of independent work (to help identify pupils' strengths and weaknesses as well as preferred teaching and learning styles)
- Samples of written work
- Where appropriate, monitoring progress using tools such as Early Years Foundation Stage Profile, P Scales, NC assessment data, pupil tracking and monitoring systems, etc.
- Assessment for Learning
- Standardised and national tests
- Checklists of common indicators of dyslexia (see below for Pathway list and also IDP section signposted below)
- Screening tools to identify children with poor phonological awareness (for example, Year 1 Phonic Screening Check)
- Investigation of other possible contributory factors such as health, emotional state, memory, motor and perceptual skills, etc.

See Rose Report, DfE, 2009, page 32 and 43

## 3.2 Checklist of Common Characteristics

### - *Early Years, Primary, Secondary*

The Pathways Checklist, below, provides a more comprehensive list than that found in the IDP.

The following characteristics can be found in many children for a variety of reasons. Children with dyslexia will have a pattern of difficulties within this range. You may like to use this checklist as a first step in identifying pupils who are causing concern who may have dyslexia. Highlight those statements that apply in order to inform intervention. If more than approximately 50% of the characteristics are highlighted there is a likelihood that a pupil has dyslexia and the pathway moves to SEN Support

### Early Years Checklist

Persistent difficulty learning simple rhymes, doing actions with rhymes and naming objects

- ♦ Enjoys listening to stories but shows no interest in words or letters
- ♦ May have difficulty dressing/ undressing, shoes on wrong feet, etc.
- ♦ May have difficulty throwing, catching, kicking a ball, balancing, hopping, skipping, cutting out etc

- ♦ May have delayed speech or intermittent hearing difficulties
- ♦ May have family history of literacy difficulties
- ♦ May have difficulty with attention
- ♦ May have difficulty learning to sing or keeping to a simple rhythm
- ♦ May have difficulty remembering names of friends, teachers, colours

### **Learning profile: Early Years Foundation Stage Profile (EYS: 2014)**

Area of Learning		Aspect	Emerging	Expected	Exceeding
<b>Communication and language</b>	<b>ELG 01</b>	Listening and attention			
	<b>ELG 02</b>	Understanding			
	<b>ELG 03</b>	Speaking			
<b>Physical development</b>	<b>ELG 04</b>	Moving and handling			
	<b>ELG 05</b>	Health and self-care			
<b>Personal, social and emotional development</b>	<b>ELG 06</b>	Self-confidence and self-awareness			
	<b>ELG 07</b>	Managing feelings and behaviour			
	<b>ELG 08</b>	Making relationships			
<b>Literacy</b>	<b>ELG 09</b>	Reading			
	<b>ELG 10</b>	Writing			
<b>Mathematics</b>	<b>ELG 11</b>	Numbers			
	<b>ELG 12</b>	Shapes, space and measures			
<b>Understanding the world</b>	<b>ELG 13</b>	People and communities			
	<b>ELG 14</b>	The world			
	<b>ELG 15</b>	Technology			
<b>Expressive arts and design</b>	<b>ELG 16</b>	Exploring and using media and materials			
	<b>ELG 17</b>	Being imaginative			

### **Primary Age Checklist**

Often shows ability in creative activities, problem solving and oral work  
 May show ability in sport, music, art and drama  
 May show interest in topics, have good general knowledge  
 May be good at construction activities e.g. Lego, showing good spatial abilities

#### **Key factors**

- ♦ Tires easily, especially when asked to read, copy or write for long periods
- ♦ May lack concentration and be easily distracted
- ♦ May have low self-esteem and self-confidence, especially in literacy tasks
- ♦ May use avoidance tactics (e.g. sharpening pencils, looking for books) or become class clown which may result in inappropriate behaviour
- ♦ May become withdrawn and isolated
- ♦ May appear to be 'lazy' or 'dreamy'
- ♦ May have behavioural difficulties (e.g. through frustration)

- ♦ May find it difficult copying from the board
- ♦ Finds reading, writing, planning and spelling difficult
- ♦ May be slow in processing of written and spoken information, especially complex instructions
- ♦ May display clumsiness and poor motor skills
- ♦ Has difficulty in recalling information in the correct sequence or order
- ♦ Cannot match oral ability when writing
- ♦ Has difficulty self-organising
- ♦ May be forgetful of words
- ♦ May have alternating/intermittent hand preference
- ♦ May perform unevenly from day to day
- ♦ May be confused by differences between left/right, up/down, east/west
- ♦ May have limited understanding of non-verbal communication

### Reading

- ♦ Phonological awareness may be poor: has difficulty identifying sounds at beginning middles and ends of words, identifying syllables, blending letters
- ♦ Does not progress at the same rate as peers in reading and writing skills (although may make an apparently good start by memorising words in reading books)
- ♦ Reading is often slow, laborious and hesitant
- ♦ May omit words, jump lines, lose place in the text, ignore punctuation
- ♦ May not recognise familiar words or high frequency words
- ♦ May be unable to follow the left-right flow of text
- ♦ May reverse (or invert) letters e.g. bpdq unmwv, whole words and syllables e.g. scared/sacred, was/saw
- ♦ May show no expression when reading
- ♦ May decode all words and confuse familiar words
- ♦ May be unable to select key points in text, but recall some points orally
- ♦ May have good reading comprehension skills despite inaccurate reading
- ♦ May lose the point of the story being read or written
- ♦ Eyes may water or one eye may be occluded, ( partially or fully covered by their hand) , when reading
- ♦ May suffer from headaches

### Writing

- ♦ Standard and amount may be well below expected range and in comparison with knowledge and vocabulary
- ♦ May have difficulty identifying errors in sentence and spellings
- ♦ May find planning, sequencing and organising thoughts and ideas difficult, resulting in seemingly messy overcorrected work
- ♦ Poor motor control may result in handwriting that is difficult to read, non cursive and incorrect letter formation
- ♦ Pencil grip may be incorrect in position, tension and pressure
- ♦ Spellings may include a mixture of lower and upper case (e.g. BaBy)

- ♦ Letters may be written in reverse
- ♦ Writing may drift away from lines and margins
- ♦ Spellings are often incorrect and inconsistent; even within a paragraph, several patterns may be used – thay, tehy, tahy
- ♦ May attempt to use phonic alternatives – cercl /circle or bizarre combinations of letters
- ♦ May make anagrams of words e.g. tired for tried, breaded for bearded
- ♦ May use unusual sequencing of letters or words

Problems with Maths may occur as a result of the above difficulties:

- ♦ Number and symbol reversals
- ♦ Place value confusion
- ♦ Inability to remember sequences – tables, months, days, dates
- ♦ Difficulty with concept of time e.g. yesterday, today, tomorrow
- ♦ Time telling and awareness (use of timetables, organisation etc. may also suffer as a result of poor personal organisation skills)
- ♦ Inability to read mathematical instructions
- ♦ Confusion of symbols such as + and x signs
- ♦ Difficulty learning and remembering times tables

### **Learning Profile**

**National Curriculum Levels (if used):**

<b>Achievement levels in relation to age expectations</b>		<b>Well Below</b>	<b>Below</b>	<b>Expected</b>	<b>Exceeding</b>
<b>English</b>	Spoken language				
	Reading				
	Writing				
	Spelling and Grammar KS2				
<b>Maths</b>	Number				
	Measurement				
	Geometry				
	Statistics, from Yr 2				
<b>Science</b>					
<b>Computing</b>					
<b>History</b>					
<b>Geography</b>					
<b>Art</b>					
<b>DT</b>					
<b>Languages KS2</b>					
<b>Music</b>					
<b>PE</b>					

### **Secondary Age Checklist**

With secondary age pupils it is important to first look for evidence of a possible continuation of factors listed within the Primary Age Section. Additionally, we may expect to see:

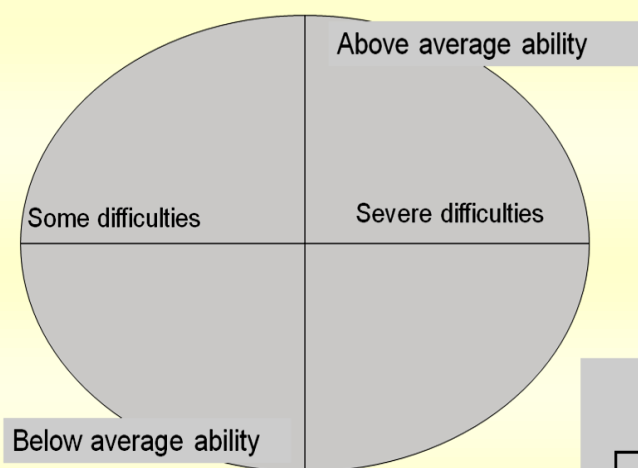
- ♦ Difficulty reading, spelling understanding new subject and technical vocabulary
- ♦ Confusion of dates, times, etc
- ♦ Difficulty following a timetable
- ♦ Difficulty with organisation of equipment, books, homework tasks etc
- ♦ Difficulty remembering instructions, information
- ♦ Misunderstanding complex instructions
- ♦ Increased difficulty in planning tasks, coursework etc
- ♦ Self-esteem may become increasingly fragile leading to emotional and behavioural problems, sometimes severely so
- ♦ Reading levels of text books, especially dense and complex texts, may be too demanding
- ♦ Unable to listen and make notes
- ♦ Unable to write or copy instructions accurately unless adequate time is allowed or alternative arrangements are made
- ♦ May have difficulty recalling facts, formulae, sequence of ideas, especially under pressure of tests and exams
- ♦ Homework set may take three times as long to complete if alternative methods of recording are not offered
- ♦ May not be able to use library /internet efficiently as unable to read information or use reference systems
- ♦ May not remember passwords or codes for logging in, or may enter them incorrectly / reverse etc.
- ♦ Unable to skim through or scan over reading matter
- Difficulty extracting the sense from written material without substantial re-reading

**But pupils may also be...**

- ✓ Creative in many different ways- lateral thinkers
- ✓ Intuitive Problem-solvers
- ✓ Imaginative
- ✓ Enthusiastic
- ✓ Artistic
- ✓ Innovative thinkers
- ✓ Entrepreneurial, excellent trouble-shooters

Like Winston Churchill, Leonardo da Vinci, Walt Disney, Beethoven, Albert Einstein, Steven Hawking, Louis Pasteur, Sir Richard Branson, Jamie Oliver, Johnny Depp, Kiera Knightley, Sir Steve Redgrave, Steven Spielberg, and Robbie Williams.

Dyslexia is a spectrum of difficulties



Look for a spiky profile of performance



### Learning Profile:

#### National Curriculum Levels (if used)

Achievement levels in relation to age expectations		Well Below	Below	Expected	Exceeding
<b>English</b>	1. Speaking and Listening				
	2. Reading				
	3. Writing				
<b>Maths</b>	4. Using and Applying Mathematics				
	5. Number and Algebra				
	6. Shape, Space and Measures				
	7. Handling Data				
<b>Science</b>	8. Scientific enquiry				
	9. Life Processes and Living Things				
	10. Materials and their properties				
	11. Physical Processes				
<b>Computing</b>					
<b>Languages</b>					
<b>History</b>	12. An understanding of chronology, causality and how the past is represented.				
<b>Geography</b>	13. The skills and understanding for enquiry into places, geographical patterns and processes, and environmental change.				
<b>Citizenship</b>					
<b>Art</b>	14. Artistic aptitude, in drawing, painting, sculpting or design.				



DT					
Music					
PE					

#### Section 4: Support for individual pupils and small groups: Ordinarily available

‘One of the basic principles of becoming a dyslexia-friendly school is the expectation that teachers take immediate action when faced with learning needs, rather than refer for assessment and wait for a ‘label’. In a dyslexia-friendly school all teachers are empowered, through training, policy and ethos, to identify learning issues and take front-line action. This is the policy of early intervention being translated into classroom practice.’

Dyslexia Friendly Schools BDA guidance

**'Ordinarily Available'** is a framework which describes the entitlement of pupils in Worcestershire mainstream schools – the Local Offer. It will assist schools in developing their provision for pupils with SEN or disability to be more consistent with that in the majority of schools. It will enable a greater focus on teaching and learning approaches, and should reduce the focus on levels of teaching assistant support.

All pupils with additional or special educational needs and attending Worcestershire maintained mainstream schools and academies will have a minimum entitlement to ordinarily available provision, regardless of which school they attend. Some schools will need to make adaptations to their present practice if they are to meet the minimum provisions.'

Special Educational Needs Provision 'Ordinarily Available' WCC 2014

#### Quality First Teaching

'All children and young people are entitled to an education that enables them to make progress so that they:

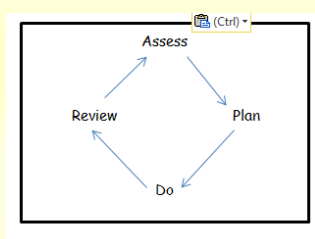
- Achieve their best

- Become confident individuals living fulfilling lives and
  - Make a successful transition into adulthood, whether into employment, further or higher education or training.'
- SEND Code of Practice 2014 6.1

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty to remove barriers to pupil achievement.'

SEND Code of Practice 2014 6.12

The SEND Code of Practice 2014 and Teacher's Standards 2012, stress that it is the teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils' meeting the needs through quality first teaching. Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special education provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revisited with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes...known as the graduated approach.' Assess, Plan Do Review. SEND Code of Practice 2014 6.44



## Levels of Intervention

### 4.1 PACE Checklist

If progress is not satisfactory, a more detailed assessment may be carried out, with the support of the SENCo, as part of the graduated response. To help with this process, the PACE checklist can be used (see below), summarising information that should be collected **over time** in Physical, Affective, Cognitive and Educational areas. This information should be passed on at times of transition, from class to class and school to school, so it is clear what information has been gathered and whether it has been updated recently.

The PACE checklist acknowledges the fact that there are many factors which can affect a child's performance and well-being in school. A delay in the development of literacy skills could be caused by a range of other factors and may not be due to dyslexia. It is a very important part of observations and any assessment for dyslexia to screen for some of these factors. The school can gather the information over time and pass on to the next teacher as mentioned above

### PACE CHECKLIST

(Physical, Affective, Cognitive and Educational factors)

Name..... Year Group..... Year.....

CHECK PHYSICAL FACTORS in consultation with parents / carers and pupil and other Health and/or Educational professions.

Check	Information obtained from	Comment if relevant and date
Eyesight		
Hearing		
Allergies Epilepsy Other health issues		
Diet		
Sleep		
Motor Control – fine/gross motor		

Notes:

### CHECK AFFECTIVE FACTORS in consultation with parents /carers and pupil:

Check	Information obtained from	Comment if relevant and date
Attitude to reading		
Self Esteem		
Family situation e.g. separation, bereavement		
School situation e.g. bullying		
School's attitude to reading		
Family attitude to reading		

Notes:

### CHECK COGNITIVE FACTORS

Check	Information obtained from	Comment if relevant and date
Attention span		
Language levels		
Family history of reading/writing/ spelling difficulty?		
Memory		
Phonological awareness		
Processing speed		

Notes:

### CHECK EDUCATIONAL FACTORS

Check	Information obtained from	Comment if relevant and date
Changes of school/ teacher?		
Attendance		
How often does child read-		

at home? at school?		
Have phonics been taught in a clear sequence?		
Has there been repetition and revision to ensure mastery, fluency & accuracy?		
Have word attack strategies been taught- for reading? - for writing?		
Have pupil strengths been identified and built on?		
Home-School links. Parental guidance on sharing books.		
Reading/writing materials – age and ability appropriate? attractive and motivating?		
Support for learning – ICT, paired/group work, differentiated work (including homework)		
Frequent opportunities for speaking and listening?		

Notes:

Further approaches that could be used include:

- Observing performance on nonsense words and irregular words
- Diagnostic tests such as a running reading record to look for error types
- Simple assessments of phonological processing skills and visual discrimination
- Commercially-produced screening tests, including computerised activities that assess, for example, auditory sequential memory or visuo-spatial memory

The overall importance of the emotional climate cannot be underestimated. School staff and parents/carers need to be understanding and positive, identifying strengths and showing that these strengths are genuinely valued and used in teaching and learning strategies.

Staff who are directly involved with teaching a pupil who may have dyslexia will need to monitor:

- The pupil's progress, towards specific targets on the child's provision map using Assessment for learning strategies
- Strategies for removing barriers to learning and providing full access to learning objectives in the classroom where literacy is not the main focus
- The variety of teaching styles they are using and whether these match the individual strengths and interests of the pupil
- Manageable systems for tracking the pupil's progress over time
- The quality of the relationship between adult and pupil
- The effect of the assessment and intervention procedures on the pupil's self-esteem
- Procedures for listening to the child's view and actively involving the pupil in decisions that affect them
- Effective, constructive and positive liaising and working together with parents/carers

Some effective classroom strategies for supporting pupils with dyslexia (and all pupils) are included in this section.

It is important to:

- Take into account concerns expressed by parents and include them as a source of information about the child's strengths and needs
- Take into account the child's view

## Children and Young People

Children and young people's enjoyment of and achievement in literacy need to be monitored over time in terms of their attitudes to literacy and the progress they feel they are making. Measures of motivation and self-esteem will be helpful in monitoring the effectiveness of the emotional climate for learning that is being established. Children and young people should be actively involved in monitoring their own approaches to learning.

### Parents/carers

'Information gathering should include an early discussion with the pupil and their parents...to develop a good understanding of the pupil's strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps' (SEND COP 2014 6.39)

It is important to monitor parents and carers' perceptions about how well the school is helping their child to enjoy and achieve in literacy. Simple rating scales completed by the parents/carers can help school to monitor, not only the parents and carers' confidence in school but also their knowledge about how to help their child and their willingness to help at home.

## 4.2 The Child's Voice

It is vital that we talk to the pupil and find out what is working well and what is not, in school time or after school clubs/ homework. Often they can summarise very quickly the kinds of difficulties they experience and suggest simple strategies to help overcome them. These are just some ideas to help begin an informal dialogue. Questions/prompts can also be drawn from the PACE checklist, such as health, attendance, sleep and so on.

<b>What things do you enjoy doing?</b> What are you good at? Are you good at solving problems or having ideas?	
<b>How happy are you at school</b> (on a scale of 1 to 10)? Where were you on this scale last year? The year before? The year before that? Why? Where would you like to be?	
<b>What things do you enjoy at school?</b> Why? What is your favourite subject? If certain subjects, probe further to see if it is the subject or the access to the way it is delivered. Do you enjoy any after school clubs or hobbies?	
<b>Do you get worried about school?</b> How worried on a scale of 1 to 10?  Do you worry about home?	
<b>What things do you find more difficult at school?</b>	
<b>How good do you think you are at literacy/ reading/writing</b> on a scale of 1 to 10?  How good do you think your parents/carers or teacher would say you are?	
Prompt – <b>speaking / listening / understanding</b> Probe for times when this is a problem. What do you do at the moment when this is a problem?	
Prompt – <b>reading</b> Probe for an example of difficulties – decoding,	

<p>recognising words, movement of text, shorter words /longer words, understanding.</p> <p>Does anyone help you with reading/writing at home or school? What do they do that helps? What doesn't help? What else could they do to help? Have you found anything else that helps with this? e.g. (ruler under text etc. or a coloured reading ruler).</p> <p>Does anyone read to/with you? Can you choose the books/stories?</p>	
<p><b>Prompt – writing &amp; recording</b></p> <p>Probe for whether the difficulty is the physicality of writing (at length)</p> <p>Planning, sequencing, organizing ideas.</p> <p>Spelling and grammar?</p> <p><b>What have you found that helps?</b> (an example at home or school)</p> <p>Do / can you use a dictionary to help?</p>	
<p><b>Personal organisation</b></p> <p>Do you find it difficult to get organised at home / school?</p> <p>What are the most difficult things?</p> <p>What have you found helpful?</p>	
<p><b>Self Esteem and Confidence</b></p> <p>Have you been able to talk to anyone in school about these problems?</p> <p>Are there any things that make you feel angry or frustrated when in class or doing homework?</p> <p>What do you feel would be helpful?</p>	
<p><b>Child's Voice</b></p> <p>Have you discussed any personal targets with teachers? What do you think should be a target for you?</p> <p>Have you been at any review meetings when your needs are being discussed?</p> <p>If so, was that helpful; were the outcomes / actions taken successful?</p>	

### Quotes from Children and Young People

At my old school I was told off for not listening if I didn't know what to do. At this school my teacher says she didn't explain it very well and makes it easier to follow.

I get told off for not listening, told off for being lazy, told off for being slow with my work and kept in at playtime to finish it, told off for forgetting things, told off, told off, told off. Sometimes I feel so bad I get angry and then I get told off for that!

I hate being in the bottom group with the special needs children. My friends are in the top group or the next one.



My science teacher writes the homework on the whiteboard at the very end of the lesson and I haven't got time to write it all down before we all go out. Then I get in trouble when all my homework isn't done.

I just get lost and forget things. No one helps me.

The word 'normal' shouldn't exist; it shouldn't be in the dictionary. There is no 'normal'. Everyone is different. What's normal to you is not normal to me.

I hate school. I can't read or write like everyone else. I hate my teacher; she shouts at me. I hate myself. I'm stupid. I want to die.

Dyslexia is like a Porsche with the handbrake on.

My Dad has dyslexia. David Beckham has dyslexia. I don't feel so bad now I know about it.

I'm good at solving problems. Everyone wants me in their group when we do DT.

I don't want to be different.

I'm scared people in my class will see how bad my writing is.

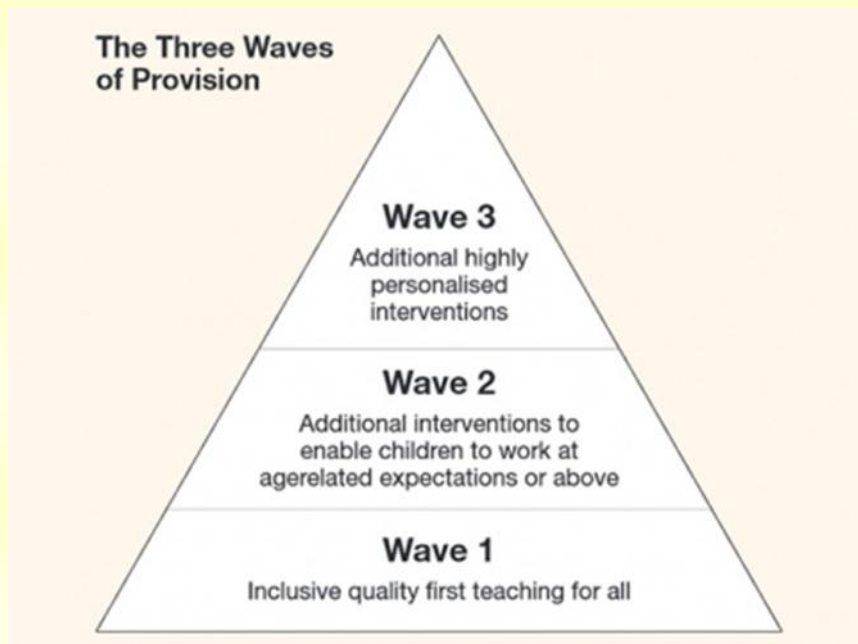
### 4.3 Parental Interview

**Issues that could be discussed with Parents** in order to collect developmental history that could rule out other difficulties or inform intervention.

	Y	N	Comments
<b>Family History</b>			
Is there a family history of dyslexia or difficulties with reading and writing?			<i>Who?</i>
<b>Health</b>			
Are there or have there been any health issues? (include any allergies, eczema, asthma, etc.)			<i>What?</i>
Is there a history of ear infections or problems such as a glue ear? (if yes, please explain what has been done)			<i>Are there still problems with hearing? When last tested?</i>
Does the child have any visual difficulties? (if yes, please explain what has been done)			<i>When last tested?</i>
Does your child sleep well? Does your child eat well?			
Does your child suffer from fatigue or headaches?			
<b>Early milestones/pre-school</b>			
Did your child crawl before learning to walk?			
Did your child learn to walk after age 16 months?			<i>When?</i>
Were there any concerns about speech and language development?			<i>Has SALT been involved?</i>
Was there a reluctance to draw, colour or write from an early age?			
Did your child have any problems with learning nursery rhymes?			

<b>Strengths</b>			
What does your child enjoy doing?			
What are your child's strengths?			
<b>Motor Skills</b>			
Are there any problems associated with coordination and balance?			
<b>Language/Literacy Skills</b>			
Can your child follow instructions?			
Does your child have any difficulties naming objects?			
Does your child enjoy listening to stories and show interest in words or letters?			
Is your child happy to share books with you?			
<b>Other</b>			
How does your child feel about coming to school?			
Has there been a significant time in your child's life when things became particularly difficult for him/her?			
Does your child become easily frustrated with school work, especially reading?			
Does your child have good self-esteem?			
Does your child make friends easily?			
Do you feel that your child is having difficulties with reading and /or writing?			
What do you believe will help?			

## 4.4 'Waves' of Interventions



A graduated response is stressed based on the 'assess, plan, do, review cycle', to meet the needs of the pupil at different levels/waves of intervention.

Briefly described as follows:



**Wave 1** is the overarching basic level of support **for all pupils** provided through Quality First Teaching that includes all children.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' SEN COP 2014 6.37



**Wave 2** tends to refer to specific interventions running for a period of weeks designed for pupils with the potential to **catch up** with their peers and reach age related expectations. Some pupils identified at SEN Support level on the SEN Code of Practice may be benefiting from interventions such as these whilst still receiving quality first teaching in the classroom.



**Wave 3** refers to more individualised 1:1 or small group interventions designed to target and support particular difficulties for pupils at SEN support level who following the graduated response have failed to make expected progress with less intensive levels of additional support or those who may have a statement of SEN or Education Health and Care (EHC) plan. Schools may need to 'draw on more specialised assessments (and advice) from external agencies and professions' SEN COP 2014 6.38

The aim is to narrow the gap between the individual and their peers. Interventions could include specific programmes to target and improve skills for dyslexic pupils.

At Primary level they could include skills such as reading, spelling and phonics.

At Secondary level they may still include elements of the Primary skills listed above but have a greater focus on planning, writing and recording, essential life skills and curriculum vocabulary, memory, organisation, study, revision and exam skills.

Many of these may include specific ICT programs and tools as part of the intervention.

'Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.' Ordinarily Available WCC 2014

## 4.5 Classroom Strategies at Wave 1

**If schools can get the strategies at Wave 1 in place it will reduce the difficulties for the majority of pupils and will help identify the remaining groups and individuals with greater needs.**

(Rose Report, DfE, 2009, page 48)

### Primary Age

Included below is a **Primary Classroom Checklist**, of Wave 1 – Quality First Teaching strategies and resources that will enable all dyslexic pupils to access the curriculum more easily.

Many of these strategies are inclusive practice and can be equally beneficial for the **majority** of pupils including those with other learning needs.

Schools need to share this list with staff to identify what is already provided and what other strategies and classroom practice needs to be adjusted as whole school policy. The checklist may also provide a further measure of the impact of your school's development work with dyslexia.

Inclusive & Dyslexia Friendly Primary Classrooms		✓Tick the ones you already offer, Highlight some you can do this term
	Classroom environment	Examples
1	A welcoming environment	Bright, motivating, signs in a variety of languages where needed, calm, non-threatening, clear rules and routines taught, displayed and praised when observed, ( catch me ...) a quiet distraction free area. "I think I need to explain it better or in a different way" instead of 'you weren't listening!'
2	A comfortable environment	Temperature, lighting, appropriate furniture, access to drinking water, fresh air, room to move, can all pupils see the teacher, board, displays etc.
3	A celebration of strengths	Not just of pupils' writing but models, ideas, behaviour, leadership, motivation charts , creative and sporting challenges and successes
4	Symbols / pictures used or other formats (language) to support written information	For example use icons, symbols or digital images for resources in classrooms, notices around the school, menus in the dining hall, purpose of rooms etc.
5	Support to facilitate multi-sensory and independent learning	Resources accessible on tables and walls : word banks, alphabet strips, small whiteboards and pens, magnetic/ plastic/ tactile letters, alphabet strips , magnetic alphabet rainbows on wall , walled displays number lines that are reachable, table top illustrated learning mats or glossaries of key words, self-corrective resources, self-help resources
6	Special equipment for those who need it	Left handed scissors, pencil grips, fidget balls, writing slope, coloured overlays for reading, non slip rulers
7	Clear labels with pictures or photos for classroom resources or subject areas	Scissor drawer with picture ✂ Labelled diagrams Learner friendly fonts, ( Sassoon, Comic sans ) lower case information,
8	Learner friendly seating arrangements	Facing the front, close to the front, study buddy, space for movement, writing slope In groups for ability or task <b>not low reading age!</b>
9	Actions to help relieve visual stress and aid visual clarity	Colour backgrounds to Interactive White Board (IWB), useful tools on IWB such as spotlight and reveal, coloured paper Coloured overlays for reading Use: a variety of colours on the board to separate lines, sections or double line space between or in paragraphs to break up text.

		lower case words <u>not</u> CAPITAL LETTERS in learner friendly fonts (see 7 above).
10	Visual aids/ timetables to help organisation / memory, structure of lesson / day	Symbols or digital images, marker or arrow to indicate where in the day and time passing, use clocks (digital 12 hour are easiest) to support time of the day. Visual sand timers / IWB timers for tasks
<b>During lessons</b>		
1	Clear objectives & success criteria	Shared, displayed and discussed and Success Criteria adapted if necessary
2	Regular opportunities to show understanding or potential difficulties	Traffic Light cards, thumbs up, tell a friend how to.... Assessment for learning questions and techniques
3	Opportunities for pupils to demonstrate strengths	Opportunities to demonstrate creative, leadership, problem solving, sporting, musical, debating, dramatic, verbal, visuo spatial skills
4	Regular use of audio / visual aids and ICT as an alternative form of accessing information, learning / and recording	Digital camera, video camera, language masters, digital recorders, talking word processors e.g. Clicker Writer Onscreen wordbanks
5	New / technical/ difficult vocabulary introduced, explained, displayed and referred to	Table top glossaries, displays, posters, language master cards, wordbanks. Subject dictionaries
6	Help available to support processing, sequencing and memory	Time to process questions, oral information before responding, large topic map of course that you are following with a 'You are here' movable arrow, post it notes, instructions on language master, talking word processor, memo cards, small whiteboards,
7	Tasks that reduce the barriers to writing and offer options of alternative forms of recording	Mind maps, computer based recording such as Clicker grids, Write on Line, (WoL), predictive text, digital books, labelled diagrams, bullet points, tables, charts, demo on whiteboard using <i>record</i> facility, use of writing frames, planners or planning software Give plenty of time to process and organise written information Extra time for any written tasks, opportunities to discuss and plan Short written or verbal instructions Use the digital recording facility on computers for children to make their own recordings instead of or to support, a writing outcome
8	Provide opportunities to work independently with self corrective activities	Speech supported ICT, Stile trays, self-corrective games, ICT programmes e.g. Wordshark
9	Plenty of time to process and organise spoken information or instructions	Short instructions, visual cues, task management boards, language master card instructions, pictorial information to support spoken work, recorded instructions to be played by pupil as task is worked through at own speed
10	Reducing the homework load	Target 5 spellings to learn well rather than 20 incorrectly, relevant spellings, alternative forms of recording, minimal writing / reading as it will all take x3 times as long , set times e.g. as much as you can do in 15 minutes and ask parent to sign off at that point
11	Opportunities to reduce the reading load	Highlighting key text, copy and paste text into talking WP, e.g. Clicker Writer or WoL( see 7), bullet points rather than full paragraphs, visual information not just text, digital books, CDs, videos, text to speech, Load2Learn, Line trackers, overlays, IWB tools such as spotlight and reveal Use the digital recording facility on computers to record instructions or texts for children to listen to. Record instruction on memo microphone or talking tins/postcard etc.
<b>Use of language</b>		
Questions pitched to challenge all abilities and alternatives made to invite a response		Adjust questions to differentiate, multiple choice, can you think of 3 things you would like to ....., give me 5 ways
Questions used to ensure others are listening and on task		Who agrees with ....., Does anyone want to ask .... Another question about.....

Use the language of success	Learners may express limits to their achievements with phrases such as 'I'm no good at...' and 'I always get X wrong'. Support a climate of greater possibility by the language you use in response, such as 'Yes, you did get it a bit mixed up but let's see which bit is causing you problems.' Create an ethos where it is acceptable for pupil to say 'I'll try but I need some help...' rather than 'I cannot do it...'. Support this by using phrases such as 'You can do it...', and 'What helps you do it?'
Use the language of possibility	
Use the language of hope	

## Secondary Age

Included below is a **Secondary Classroom Checklist**, of Wave 1 – Quality First teaching strategies and resources that will enable all dyslexic pupils to access the curriculum more easily.

Many of these strategies are inclusive practice and can be equally beneficial for the **majority** of pupils including those with other learning needs.

Schools need to share this list with staff in departments to identify what is already provided and what other strategies and classroom practice needs to be adjusted either as whole school policy or in particular subject areas. The checklist may also provide a further measure of the impact of your school's development work with dyslexia.

<b><u>Inclusive &amp; Dyslexia Friendly Secondary Classrooms</u></b>		<b>✓Tick the ones you already offer, Highlight some you can do this term</b>
	Classroom environment	Examples
1	A welcoming environment	Bright, motivating, signs in a variety of languages where needed, calm, non-threatening, clear rules and routines taught, displayed and praised when observed, (catch me ...) a quiet distraction free area. "I think I need to explain it better or in a different way" instead of 'you weren't listening!'
2	A comfortable environment	Temperature, lighting, appropriate furniture, access to drinking water, fresh air, room to move, can all pupils see the teacher, board, displays etc.
3	A celebration of strengths	Not just pupil writing but models, ideas, behaviour, leadership, motivation charts, creative and sporting challenges and successes
4	Symbols / pictures used or other formats ( languages) to support written information	Use icons, symbols or digital images for resources in classrooms, notices around the school, menus in the dining hall, purpose of rooms etc
5	Support to facilitate multi-sensory and independent learning	Resources accessible on tables and walls: word banks, whiteboards and pens, access to concrete aids, table top illustrated glossaries and key words, self-corrective resources, self-help resources, differentiated or highlighted text
6	Special equipment for those who need it	Left handed scissors, pencil grips, fidget balls, writing slope, coloured overlays for reading, non-slip rulers
7	Clear labels with pictures or photos for classroom resources or subject areas	Pictorial labels ✂ and colour coding to help identify resources. Labelled diagrams Learner friendly fonts, ( e.g. Sassoon, Comic sans ) information written in lower case,
8	Learner friendly seating arrangements	Facing the front, close to the front, study buddy, space for movement if needed, writing slope or file on end to create one Grouped for ability or task <b>not low reading age!</b>
9	Actions to help relieve visual stress and aid visual clarity	Colour backgrounds to Interactive Whiteboard (IWB), useful tools on IWB such as spotlight and reveal, coloured paper Coloured overlays for reading Use a variety of colours on the board to separate lines, sections or columns Use double line space between or in paragraphs to break up text.



		Use lower case <u>not</u> CAPITAL LETTERS in learner friendly fonts (see 7 above).
10	Visual aids/timetables to help support organisation / memory, structure of lesson / day	Symbols or digital images as reminders, colour coding for subjects and subject information, Use of digital /sand timers / IWB timers for tasks /tests
<b>During lessons</b>		
1	Clear objectives & success criteria (SC)	Shared, displayed and discussed and S.C adapted if necessary
2	Opportunities to show potential difficulties or understanding	Traffic light cards, thumbs up, tell a friend how to.... Assessment for learning questions and techniques
3	Opportunities for pupils to demonstrate strengths	Opportunities to demonstrate creative, leadership, problem solving, sporting, musical, debating, dramatic, verbal, visuo spatial skills
4	Regular use of audio / visual aids and ICT as an alternative form of accessing information, learning / and recording	Digital camera, video camera, digital recorders, talking word processors e.g. Clicker Writer, Write On Line (WoL), Text to Speech tools and onscreen word banks. ( This will enable more independent learning)
5	New / technical/ difficult vocabulary introduced, explained, displayed and referred to	Table top glossaries, displays, posters, word banks. Subject / topic dictionaries
6	Help available to support processing, sequencing and memory	Time to process questions and oral information before responding, large topic map of course that you are following with a 'You are here' movable arrow, post it notes, talking word processor , memo cards, small whiteboards,
7	Tasks that reduce the barriers to writing and offer options of alternative forms of recording	Mind maps, computer based recording such as Clicker grids, Write On Line, (WoL), predictive text, digital books, labelled diagrams, bullet points, tables, charts, pupil demo on whiteboard using record facility, use of writing frames, planners or planning software (e.g. Inspiration, has speech support and converts visual plans to linear text, <a href="http://www.inspiration.com">www.inspiration.com</a> ) Give plenty of time to process and organise written information. Extra time for any written tasks, opportunities to discuss and plan, Short written or verbal instructions Use the digital recording facility on computers for pupils to make their own recordings instead of a writing outcome. Producing own power points
8	Opportunities to work independently with self corrective activities	Speech supported ICT, Stile trays, self-corrective games and tasks
9	Plenty of time to process and organise spoken information or instructions	Short instructions, visual cues, task management boards, pictorial information to support spoken work
10	Reducing the homework load	Manageable / relevant vocabulary or spellings to learn, alternative forms of recording offered, minimal writing / reading, as it will all take 3x longer Set times e.g. as much as you can do in 30 minutes and ask parent to sign off at that point. Homework notes available on school intranet, homework buddies, time to get HW written down or given direct already written.
11	Reduce the reading load	Highlighting key text, copy and paste text into talking WP, e.g. Clicker Writer or WoL, bullet points rather than full paragraphs, visual information not just text, digital books, CDs, videos, Line trackers, overlays, IWB tools such as spotlight and reveal Use the digital recording facility on computers to record instructions or create texts that can be heard. Record instructions on memo microphone
12	Sensitive marking of work	Marking to agreed success criteria, constructive help with spellings etc. Give next step to make progress, verbal feedback when possible "Use a dictionary" is not helpful to a dyslexic who does not know A-Z.
Use of language		



Questions pitched to challenge all abilities and alternatives made to invite a response	Adjust questions to differentiate, multiple choice, can you think of 3 things you would like to .....,? Give me 5 ways
Questions used to ensure others are listening and on task	Who agrees with ..... Does anyone want to ask ..... another question about.....?
Use the language of success	Learners may express limits to their achievements with phrases such as 'I'm no good at...' and 'I always get X wrong'.
Use the language of possibility	Support a climate of greater possibility by the language you use in response, such as 'Yes, you did get it a bit mixed up but let's see which bit is causing you problems.'
Use the language of hope	Create an ethos where it is acceptable for pupils to say 'I'll try but I need some help...' rather than 'I cannot do it...' Support this by using phrases such as 'You can do it...', and 'What helps you do it?'

### It is also worth considering the following points at Wave 1 Primary:

- Never put pupils in the position of having to publicly do something they find really difficult, for example read out loud or tell the time. This requires staff to be aware of what pupils can or cannot do or know. However, many dyslexics enjoy opportunities to demonstrate their ability. Always ask discreetly beforehand
- Dyslexics learn and think differently so if a child can't learn something the way other children do, ensure that other and more appropriate ways of teaching are introduced
- The pupil needs to know that if they do not understand something, it is the job of a teacher to find a way that they can learn. It should never be their failure
- Do not assume that because you taught something yesterday and they appeared to have learnt it, they should or will be able to do it the next day. Until the skill has become automatic, it may need to be taught and practised many times
- For many children, the speed at which language is spoken means that they cannot process it and remember what you are saying. Slow down the amount of information given at any one time and punctuate key parts with pauses to enable processing
- As with all pupils, there needs to be an awareness of how best they like to learn. This may vary according to task or subject. Multisensory teaching will help overcome this
- Dyslexic children's self-esteem is often very low so they need to be valued for who they are and what they can do rather than an emphasis on what they cannot do. Use words and exemplars. Ensure that your body language reinforces your words

E.g. Give praise for application, commitment and effort.  
Reward for success and achievement.  
Ensure that their successes are displayed.  
If the pupil's work needs redrafting or typing up (by a Teaching Assistant) in order to reach an acceptable standard, it is worth doing.  
Reading the pupil's work to the class is highly reinforcing.

Always find something positive to say about and to the pupil.

- If a pupil is struggling to start a task, especially a written task, talk it through. Identify key success criteria and share good models. This will help the overcome the initial hurdle
- If there is a great disparity between their written work and what they know, allow the use of alternative forms of recording such as a TA scribe, digital recording or PowerPoint presentation

### **Additional points to consider for Secondary:**

- Plenty of time needed to process information and give verbal response, especially in front of large group or whole class
- Helpful strategies could include signalling to the student that you are going to expect a comment well ahead. This is a good strategy for all students, as we all need time to formulate a considered response. No one likes to be put on the spot
- Allow students to record key points visually as an aide memoir. Jottings, drawings or mind maps allow visual organisation of information, reducing memory load and anxiety
- Provide grids or tables as an alternative form of making notes. Identify key features / concepts of the topic and decided headings with the students. Students record key features in appropriate box in grid
- Construct a mind map on a flipchart / interactive whiteboard during the verbal part of the lesson. The "big picture" of the lesson in this form can be used to revise and consolidate new information at a later date or remind students of the steps needed to carry out a task. It also enables the topic to be built up from its constituent parts to a complete picture and possibly provide an easier revision / recall format
- Dyslexic students often feel overwhelmed by group members who dominate because they can process information more quickly. Strategies to help could include that the composition of the group reflects a variety of learning styles to bring out everyone's strengths. Identify and assign specific tasks to be carried out within the group. Ensure that students vary their roles and responsibilities, requiring students to identify their strengths and areas in need of development
- Discuss / model / demonstrate successful strategies used by students when solving problems and completing tasks, enabling students to observe and try out different ways of tackling tasks. Some students will be able to learn a routine / formula to tackle tasks they find particularly daunting.
- Reading and spelling longer, harder words, especially technical or subject related can often cause difficulty. The following strategies such as writing words in chunks, highlighting the difficult 'bit' in a different colour or highlighting the root word within a prefix/ suffix can help

- Using multi-sensory methods to learn spellings. Devise subject specific dictionaries/ glossaries with words illustrated where possible

NB. See also further suggestions at the end of this section

## 4.6 Wave 2 Interventions

Many of the interventions used at Wave 2 in schools are designed to help pupils catch up on *small gaps* in their learning and progress in line with their peers

Whilst the content of some of these interventions may be appropriate for many dyslexics, the pace and detail may not be suitable for all dyslexic learners and adjustments will need to be made. Schools should monitor progress, part of the assess, plan, do, review cycle, and record impact of interventions to adjust their provision maps to ensure there are suitable Wave 2 strategies and interventions in place for those pupils identified as requiring them.

Examples of such interventions might include small group or 1:1 sessions on additional phonic and reading activities, motor skills and handwriting activities or keyboard and typing skills. Classroom interventions and strategies might include:

- Increased access to ICT to support written recording or skill practise
- Greater alternatives, approaches and choices offered to support learning and home work tasks
- Careful placement of pupils within groups in learning situations
- Adjusting success criteria and personal targets
- Provision of personal learning mats, wordbooks, subject or topic glossaries
- Appropriate or alternative writing tools or pencil grips

However many pupils may require more individualised interventions as described below in Wave 3. (Rose Report , DfE, 2009, page 14)

## 4.7 Wave 3 Interventions

At this level as part of SEN Support, these may include very personalised and sustained interventions meeting specific individual needs. They may involve individual or work in a very small group. Structured programmes and resources to help improve literacy skills may be used regularly or daily. Many such schemes are often paper based and need to be used with caution to ensure they are delivered in a multi-sensory way using a variety of approaches, supplementary activities, games or ICT. For example: Lifeboat, Toe by Toe, and Beat Dyslexia are all sound in progression and content but can become very tedious and paper / pencil driven if not used in combination with multi-sensory games and activities.

Specific ICT programs could be used **to supplement the intervention** providing extra practice in particular skills, such as found in Rapid Reading or Wordshark for reading, spelling or phonics.

There may be specific programs and ICT tools selected to enable greater access to the curriculum or support in planning and recording such as a portable writing aid with speech support or a USB memory stick with preloaded software to provide portable tools for use anywhere in a high school or at home.

Up to date information of appropriate ICT tools and apps can be accessed through the BDA Technologies site [www.bdatech.org](http://www.bdatech.org). Advice about the use of assistive technology for resources and approaches can also be sought from specialist teachers, following the 'assess, plan, do, review' process to monitor impact of interventions and use of technology.

There are some interventions, general routines or approaches that can be offered to small groups or individuals that are perhaps not resource based and do not fall within the descriptions above but

nevertheless provide a measurable intervention to help overcome a barrier to learning and may not initially be part of quality first or Wave 1 or 2 provision described above. However it may be over time that such interventions become part of Wave 1 'ordinarily available' and available for all where required.

Such interventions, if successful, may be more long term solutions but as with all interventions will need regular review as to success and impact on learning.

Examples of these could be:

- a portable writing aid with prediction or speech support to enable easier recording
- a spellchecker or aurally coded dictionary to assist spelling
- text to speech software
- Predictive text software

NB As with all interventions at Wave 2 and 3, their success will depend on the careful training and enthusiasm of the staff being asked to deliver them. The staff involved will also need patience, an understanding of the nature of the difficulties and empathy with the pupils with whom they are working.

Whilst many experienced teachers and teaching assistants are able to manage and deliver interventions very successfully, in some cases it may require specialist teaching and support or regular and careful monitoring by a specialist teacher.

For advice and training on interventions available please contact the Learning Support Team.

[www.worcestershire.gov.uk/learningsupport](http://www.worcestershire.gov.uk/learningsupport)

## **4.8 Using ICT to support dyslexic pupils – general consideration for all phases.**

When ICT is used effectively, many of the barriers and differences in learning can be reduced or overcome. These may include reading, writing, and spelling, accessing the curriculum, learning vocabulary, improving phonic skills and assisting planning, recording and presenting information. This may be a result of using appropriate speech supported software, selected hardware, or specific programs to support and improve memory skills, planning and organisation, including maths.

Some dyslexic learners also have co-ordination, sequencing and organisational difficulties. These may affect their handwriting, cause learners to produce less work or take a lot longer than expected or allowed. Once they have mastered the keyboard efficiently, a portable handwriting device or laptop can often liberate them, allowing them to concentrate on content, rather than process.

Technology can enable the pupil to take risks in a patient, multi-sensory environment which many dyslexic learners need. This can result in increased confidence and self-esteem, enabling users to:

- ☐ see and hear written text on screen;
- ☐ repeat and review information as and when they need to;
- ☐ try out actions first, then make an informed choice;
- ☐ practise skills that meet their needs, in both pace and content;
- ☐ overcome barriers such as slow typing or writing speed and spelling;
- ☐ record and edit ideas easily using ordinary word processing, word banks, predictive and planning tools, as well as digital recorders and video cameras;
- ☐ plan work before starting to write and review output prior to completion;
- ☐ demonstrate their knowledge and ability;

- ☐ work more independently.

Many popular programs used in today's classrooms were written originally with dyslexic learners' needs in mind. They have specific pupil or teacher options, including the essential speech support. As with many strategies and resources designed to support dyslexia, these will benefit many pupils in today's inclusive classroom, enabling independent working and access to the curriculum for all.

There are several ICT assessment tools available to help teachers identify pupils who may be dyslexic and enable early intervention. These programs are designed specifically to use in schools, and may support and / or confirm other assessments or concerns.

A regular audit of the provision, access to and current use of technology in the classroom is recommended as something to be done by all teachers supporting Dyslexic learners. Regular use of technology in school may enable pupils to use it in exams, if they are eligible under access arrangements.

A suggested set of focused questions to help enable this process of provision is provided below. The additional table demonstrates some of the key areas for such a focus when using technology and the benefits for Dyslexic learners. Such provision mapping when planning to meet diverse learning needs will ensure Dyslexic learners can take full advantage of the power of technology to overcome barriers to learning, access the curriculum, work independently and demonstrate their true ability.

### **Audit Questions for making the best use of existing ICT provision**

What hardware and software tools are offered in classrooms to support pupils with dyslexia?

- ☐ Reading text
- ☐ Improving phonic and spelling skills
- ☐ Planning and recording written text
- ☐ Accessing and learning to read, or spell, high frequency spellings and subject vocabulary
- ☐ Accessing other areas of the curriculum
- ☐ Accessing information on WWW

Is access to technology and support, as described above, offered in the classroom?

- ☐ When requested by pupil(s)
- ☐ Only if it is available
- ☐ At certain timetabled occasions e.g. Weekly, Daily
- ☐ Always where possible
- ☐ Rarely
- ☐ Not at all
- ☐ Do all programs used have speech options i.e. will read text aloud?
- ☐ Can any existing programs be enhanced to offer speech by using additional software?
- ☐ Do existing programs have many of the features suggested in the list (see below) on choosing software?
- ☐ If yes, are they being used to meet individual needs, assessment for learning and personal learning goals?
- ☐ Are headphones available, or ports accessible to enable their use so discreet speech support is an option?
- ☐ Can digital cameras, video or recorders be used as an alternative form of writing text?
- ☐ Are there portable writing aids, tablets or word processors or recording pens available if required?
- ☐ Are there printers available for printing hardcopies of tasks or annotations from interactive boards?
- ☐ Are talking texts available to support reading and curriculum topics?

- ☐ Are screen settings adapted on desktop, personal or interactive boards to improve visual comfort and clarity?
- ☐ Are teaching staff and practitioners aware of the importance of using format options and screen tools to reduce glare and improve visual clarity when using interactive boards?
- ☐ What other low-tech solutions are available? e.g. handheld spell checkers, scanning pens, digital recording technologies, etc.
- ☐ Are USB ports available for pupils to use with portable tools such as text to speech?

### **Hints on features to look for when choosing software to support pupils with Dyslexia**

- ✓ Options of full speech support on content, menus and help features
- ✓ Clear, spoken instructions that can be repeated or paused
- ✓ Opportunities to review and repeat
- ✓ Options to alter format – background, font, colour, font size
- ✓ Clear, uncluttered screens
- ✓ Written text in a clear readable format and font
- ✓ Clear images that can be easily identified
- ✓ Easy to navigate with clear icons for accessing tools, menus or onscreen help
- ✓ Pupil tracking where appropriate – time taken, tasks attempted or completed
- ✓ Pupil / teacher options to meet individual learning preferences
- ✓ Options for differentiated levels or activities, where appropriate
- ✓ Full speech support for word processed text, spellcheckers and word banks
- ✓ Option of printed reports where appropriate
- ✓ Spellcheckers with speech support and displayed definitions, also spoken.
- ✓ Text highlighted when spoken or text spoken when selected
- ✓ Additional access options if required (e.g. switch control)

## **4.9 More Classroom strategies**

Included below are a variety of strategies from a range of sources and information that may also be useful:

- Strategies outlined for seating and grouping, texts and independence, equipment, and colour etc. detailed for dyslexia friendly classrooms (DfE, 2005)
- Primary and Secondary School tips for teaching children with dyslexia in 'Achieving Dyslexia Friendly Schools', (Available on BDA web pages )
- Teach a clearly structured phonics programme
- Teach grapheme-phoneme correspondence for all 44 phonemes (until mastered), focusing on the most common at first (as described in Letters and Sounds)
- Teach approaches to multi-syllabic words



- Give clear simple instructions
- Be flexible- encourage and enable alternative forms of recording
- Encourage paired work in class
- Use illustrated/colour coded timetables to support personal organisation
- Ensure learning is at the right level
- Over learning, interleaved learning, consolidation; not rushing on to the next step before the foundations are built
- Use Precision Teaching to monitor the effectiveness of multi-sensory learning (or similar) to ensure accuracy and fluency (i.e. mastery)
- Encourage reading for enjoyment by allowing choice of materials for supported reading and by enabling shared reading

We encourage a positive view of dyslexia among children – helping the class to understand what dyslexia means and talking about positive role models (talented adults, celebrities and ‘ordinary’ people who are themselves dyslexic).

We make arrangements for any text that a child will struggle to read (written instructions, word problems in mathematics, texts in literacy) to be read to them by a ‘study buddy’, teaching assistant or teacher.

We avoid asking dyslexic children to copy from a, whiteboard or IWB, as they may struggle to find their place as they go from board to paper and back. Instead, we have them work with a study buddy, or we quickly jot things down for them, or use a photocopied transcript.

We recognise that dyslexic children may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. We avoid getting cross with them when this happens; instead, we talk with them about strategies, linked to their personal learning styles, which they can use to help them remember things.

### **General pointers for help**

From *Primary National Strategy Learning and teaching for dyslexic children* DfE 1184-2005 3

1. Ensure that both you and the child know why they are doing the task – the benefits.
2. Does the child need someone to work with? Do you need to find an alternative way to work with the child?
3. Ensure that the child experiences multisensory teaching and that everything is over-learned. Never test anything that has not been successfully taught and understood.

### **Learning and teaching for dyslexic children in the primary years: further information.**

From *Primary National Strategy Learning and teaching for dyslexic children* DfE 1184-2005 3

The writing process

1. Encourage the use of comic strip writing to encourage reluctant writers to try.
2. Use a word processor, with speech support, if and where appropriate.
3. Use scaffolding techniques to help the child organise his/her work.
4. Always make a plan.



5. If he/she cannot get started, talk it through with him/her. This will help the child get over the initial hurdle.

6. If there is a great disparity between their written work and that which is known, allow the use of an amanuensis (scribe) or digital recording

## **Strategies to support students at KS3 and above**

As above, plus:

### **Speaking and listening**

**Issue:** time needed to process information and give verbal response in front of peers

**Strategies:**

- signal student that you are going to expect a comment after you have heard from student x and y. This is a good strategy for all students, as we all need time to formulate a considered response. No one likes to be put on the spot.
- allow students to record key points visually as an aide memoir. Jottings and drawings allow us to visually organise information whilst reducing memory load, which in turn will reduce anxiety.
- provide grids for students. Identify key features / concepts of the topic and decided headings with the students. Students record key features in appropriate box in grid.
- Teacher constructs a mind map on an overhead / flipchart / interactive whiteboard during the verbal part of the lesson. The record of the lesson in this form can be used to revise and consolidate new information at a later date or remind students of the steps needed to carry out a task. It also enables the topic to be built up from its constituent parts to a complete 'picture'

### **Group work**

**Issue:** student feels overwhelmed by group members who dominate because they can process information quickly.

**Strategies:**

- encourage group work – ensure that the composition of the group reflects a variety of learning styles to bring out everyone's strengths.
- identify and assign specific tasks to be carried out within the group. Group members can learn to negotiate and make these decisions for themselves. The next step is to ensure that students vary their roles and responsibilities. This has the added benefit of requiring students to identify their strengths and areas in need of development. This is 'professional development' and a way to prepare youngsters for the adult world of work.
- discuss / model / demonstrate successful strategies used by students when solving problems and completing tasks. This enables students to observe and try out different ways of tackling tasks. It also enables students to learn a routine / formula to tackle particular tasks if they cannot organise their own efficient ways of doing things.

### **Reading**

**Issue:** difficulty reading irregular sight words and subject specific words

**Strategies:**

- provide phonic alternatives where possible to aid recall and encourage verbal rehearsal, e.g. photosynthesis / *fo to sin thes is*, audience / *or dee en s*. Split words into syllables. Please remember that what appears to be a bizarre way of dealing with a problem may help a dyslexic student.
- arrange for a 'study buddy' to share the reading task. Sharing reading with peers is useful but please remember that a dyslexic student may have difficulty re-reading the text at a later date.
- provide structured, differentiated texts. Provide books of high interest / low reading age to stimulate interest and support development of reading skills.
- record text for student to listen to whilst following the text – repeat task and ask student to read out loud with the recording. This allows the student to become familiar with reading material especially non-fiction where there are fewer opportunities to use predictive skills.
- make games such as bingo or pairs to rehearse and consolidate tricky words.

## Reading and spelling longer, harder words

**Issue:** difficulty decoding longer words for reading and spelling

### Strategies:

- teach syllabification skills.
- write words in chunks, identify difficult 'bit' and highlight in a different colour.
- teach word families, magic / magical / magician. Highlight root word and suffix. Note how a change in spelling can alter the way a word is said, e.g. bomb / bombard
- use a structured programme such as Alpha to Omega to teach phonic letter patterns. Please note that many dyslexic students never get beyond trying to learn patterns such as 'silent' or -tch words. Once they have moved to high school it is often expected that they will have learned everything before arriving and so never have the opportunity to learn patterns in words such as *special*, *especially*, *generous* or *mountainous*.
- use multi-sensory strategies – see it, say it, hear it, write it (or manipulate plastic letters) using several senses at the same time.
- use memory joggers often referred to as mnemonics, e.g. said / Sally and / danced.
- use visual cues such as colour to highlight patterns: tree / green / seen, meat / read / leaf. Draw pictures, e.g. a *nurse* wearing a *fur* hat with a *purse* in church with a *burst* pipe. Students are then asked to recall the picture with the key pattern and words.

## Spelling

**Issue:** difficulty spelling irregular high frequency words and subject specific words.

### Strategies:

- use multi-sensory method: say it - highlight tricky letters, COPY the word using coloured pens – it is very important to include this stage so that the dyslexic student feels comfortable writing the word before trying to commit it to memory, cover and write the target word from memory, finally check it.
- try using SOS procedure (simultaneous oral spelling) Carry out multi-sensory routine above and include this strategy. The student names each letter as they read and then copy the word. Encourage the student to name the letters as they write the word from memory. When dealing with longer words some students may prefer to say each syllable rather than each letter. Please note that some students may find this interferes with their visual / motor learning channels, instead they may prefer to say the whole word as they are writing it. Present all options and ask the student to adopt the techniques that work for them.
- verbally break word into syllables, student draws a line for each syllable then spells the word a syllable at a time. Check spelling, letter by letter, ticking each correct letter and scoring by how many letters are correct e.g. 6/7 rather than whole word right or wrong. Student can then focus on which syllable in the word is causing the difficulty so has less to 'learn'.
- regular practice – students need to spend a few minutes, daily, learning targeted words. One session once a week is not enough. Self-teaching and testing is the essence of multi-sensory

learning and committing spellings to long-term memory. Please note that setting spellings for homework often fails as students and parents modify the tried and tested multi-sensory procedure. It is much better to build in time during the school day.

- teach joined handwriting by using a scheme based on 'movement' families, e.g. *c a d g*. Many dyslexic students retain a printed style as they struggle to recall spellings letter by letter. Providing a copying stage using joined writing enables the student to 'feel' their way across the whole word.
- devise subject specific dictionaries, illustrated where possible.

## Curriculum Access

**Issue:** difficulty reading curriculum texts

**Strategies:**

- teach skimming and scanning emphasising the difference between them.
- teach SQ3R routine to ensure that reading is an active rather than passive activity. Survey, Question, Read, Recall and Review. Draw up a chart and write in SQ3R as headings. Add tips, Survey – *what is the title? what is it about? who wrote it? when?* Question – *devise a few questions as reading progresses, don't forget who, what, where, when and why.* Read – *write down key information you think needs recording as you go along.* Recall – *what were the main points?* Review – *look back, was there anything you missed or misunderstood?*
- enlarge texts and use highlighter pens to identify a range of key features.
- copy and paste text into Word
- Use of text reader
- [Load2Learn](#) provides curriculum materials across all Key Stages - textbooks, test papers and images which can be downloaded in a range of file formats and then read electronically
- provide as many visual cues as possible – pictures, diagrams, maps, charts.
- use line trackers, coloured overlays or coloured backgrounds

**Issue:** difficulty with written assignments

**Strategies:**

- the key strategy is mind mapping but it must be taught well. This technique of recording key information provides a structure for students with organisational difficulties. It reduces anxiety experienced when faced with a blank sheet of paper.
- blitz ideas on a sheet of paper, highlight related information and gather in a mind map.
- write about each key area identified on mind map on separate pieces of paper. These can be reorganised or added to. This is an easier way to redraft as the material is in manageable 'chunks'
- teach connectives and provide lists for students to refer to when fine tuning drafts to form a cohesive flowing account.
- encourage students to word process work. Teach keyboard skills to aid speed and efficiency.
- teach basic punctuation. Ask students to identify punctuation used in different text types.
- make full use of subject specific writing frames as an alternative to mind mapping. Please note mind mapping though structured is personal whereas the format of commercially produced writing frames are not necessarily internalised and used by students in other situations.
- make marking criteria transparent and ask students to review their work in light of expectations. Identify good points and what can be done to improve the work.

**Issue:** difficulty meeting deadlines and personal organisation

**Strategies:**

- use a planner and list key tasks in order.
- identify actions needed to complete each step and tick them off once completed.
- review planner regularly so that students do not fall behind.

- teach students library skills – deadlines can be missed due to a lack of confidence when working on projects rather than a lack of effort.
- use strategies here for exam revision. Build in brain breaks. Carry out activities in school before leaving students to carry them out at home - rehearsal under supervision will help to develop efficient ways of working independently.
- identify poor organisation and target improving one aspect at a time. Use visual cues - colour code subjects and files. Use visual timetables with icons and keep a copy at home. Ensure that students have time to write homework in homework diary, or provide a copy for them. Review diary weekly to ensure it is used appropriately.

**Issue:** providing a range of learning opportunities

**Strategies:**

- this is a whole school issue centring on the commitment to provide dyslexia friendly classrooms so raise the issues with line managers.
- encourage subject departments to identify a range of ICT software and practical hands-on activities to replace '*read, copy and write tasks*' - it will be challenging but hugely beneficial to all students.
- encourage students to devise and make hands-on activities and to teach each other. This will involve verbal rehearsal using subject specific vocabulary in an academic environment which is vastly different to the language skills used in social settings. Students may have difficulty writing these words if they are not within their spoken language.
- investigate whether students are appropriately placed for all subjects and have not been put in a lower set because of their literacy levels.

**Issue:** difficulty copying from text books or the board

**Strategies:**

- provide enlarged copy of notes to be copied and teach students to write a précis noting key information. Use SQ3R procedure to manipulate and personalise 'teacher notes'
- provide cloze activities
- using 'study buddy' notes can be useful but should not be relied on as the only alternative.

## 4.10 English as an Additional Language (EAL)

Pupils who have EAL may also have learning difficulties or dyslexia. It is more difficult to identify, especially for those who are newly arrived and new to English.

Many pupils who have EAL learn to read and write English through the visual route. They learn to read quite quickly but it is often the understanding of their reading that does not keep pace with this. However, some EAL pupils do not have the ability to recall words visually and are very slow to acquire reading and writing skills. There will be many factors affecting this and it must be remembered that it takes from 5 to 7 years to acquire and be proficient in a new language at an 'academic level'.

It is therefore difficult to identify a pupil as having dyslexia, until a certain amount of time has passed in learning the language of English. It would be useful for schools to use the checklist of observable behaviours over a period of time. An assessment that may be useful is the Cognitive Assessment for Multilingual Learners (CAML) has been devised to assess the learner for more information see [www.eltwell.co.uk](http://www.eltwell.co.uk).

**Further Recommendations for identification of SpLD/dyslexia in bilingual children:**

- Caution must be exercised over assuming risk of dyslexia and over decisions to assess for SpLD/dyslexia for children with English as an additional language at primary school level.

- The child's full story is indispensable and parents must be involved and, where necessary, interpreters employed to help gather the story, including issues around early acquisition of L1.
- Assessment instruments must be meaningful for all involved. Where possible, L1 should be used with L2, particularly for speed of processing issues.
- It would be preferable to see any in depth assessment as helping to indicate a bilingual child's profile of strengths and weaknesses rather than as providing an identification of SpLD/dyslexia at primary level.
- Inadequate response to intervention is becoming a major criterion for risk of dyslexia – bilingualism should not be taken as an explanation for a child failing to make progress. Clear monitoring and investigation of the skills of children in this situation might help to identify those whose difficulties might indicate risk.

**(Dyslexia and Multilingualism: Identifying and supporting bilingual learners who might be at risk of developing SpLD/dyslexia. Research Report; Dr Tilly Mortimore, Lynda Hansen et al.)**

## Section 5: SEN Support: Further Graduated Response

### 5.1 Involvement of Outside Agencies, Specialist Teacher's Role

Support teams within Worcestershire, such as Learning Support Teachers, will be able to offer a range of services to help schools to assess and improve their practice in working with pupils with dyslexia. This will support the development of 'dyslexia-friendly' classrooms.

Dyslexia can be complex and therefore requires observation, knowledge of the learning context and a range of assessments to provide a complete picture of the child's difficulties and needs. The graduated approach using the four-part cycle of assess, plan, review, do, 'through which earlier decisions and actions are revised, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes' (SEN Code of Practice 2014 6.44) will ensure progress for many pupils. However where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies' (SEN COP 2014 6.58). Schools **may** involve a specialist at any point to advise them on early identification and effective support and interventions but **should always** involve a specialist where the pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age. The pupil's parent/carer should be involved in any decision to involve specialists. (SEN COP 2014 6.59).

Where difficulties are long lasting and complex and where progress, following appropriate evidence support and interventions, is not being made, a child can be considered to have dyslexia.

The main purpose of these further specialist assessments is to clarify and build upon work done by the school in order to:

- identify the needs of the pupil
- identify the needs of the school in order to support the pupil
- inform and plan appropriate teaching strategies and possible intervention.
- develop monitoring procedures against a baseline (from which to measure progress)
- ensure curriculum access and entitlement
- provide appropriate strategies and interventions to support and help ameliorate difficulties experienced by children and young people with dyslexia
- assess the need for specialist resources such as coloured overlays, use of ICT

This assessment will investigate the following:

- Available information, including the PACE checklist
- The persistence and severity of the reading, writing and/or spelling problems
- The main gaps in the pupil's knowledge and skills (e.g. phonological awareness, phoneme-grapheme correspondence, sound blending, writing fluency)
- Parent, child and school views, perceptions and attitudes
- Cognitive factors that may help or hinder learning
- The context in which the learning has taken place
- The provision of appropriate learning opportunities including additional support
- Social, emotional and behavioural factors in learning

The role of the support agencies would be to work collaboratively with school staff, parents/carers, other agencies and the pupils themselves in order to gather as much information as possible about the pupil's needs. This will enable a better understanding of the factors that may be helping or hindering progress and to identify positive ways forward. If language skills are a concern, please also see the IDP for Speech, Language and Communication and consider the need for requesting the support of a Speech and Language Therapist.



**Outside agency support, such as that of Learning Support Teachers, should serve primarily to strengthen the school's own developing provision for pupils with dyslexia**

## **5.2 Using the term Dyslexia**

Consideration should always be given to whether using the term dyslexia will be helpful for the individual pupil concerned. Some pupils and/or their parents/carers find it reassuring to have their literacy difficulties described in this way, but professionals and parents should be aware of the danger of creating low expectations through the use of such a label. A 'self-fulfilling prophecy' can occur, in which the belief of the teacher and/or pupil is that a reading or spelling problem is inevitable owing to dyslexia, therefore give up trying as hard to develop literacy skills, consequently the reading/spelling problem continues.

'Diagnosis' by independent specialists who do not have access to information about the learning context and progress over time can only give partial information and should be treated with caution.

Rose Report, DfE, 2009, page 52

If all the relevant information relating to assessment and evaluation of interventions over time is ready, then a short professionals meeting should be arranged in order to confirm that a pupil has dyslexia. This information should include:

- The initial checklist highlighted, dated and reviewed (to show that the pattern of difficulties has persisted over time)
- The PACE checklist completed with dates (to enable a discussion of other factors that may have been preventing progress in literacy skills)
- Information relating to the interventions that have been completed and reviewed over time, with associated outcomes and evidence of progress. If possible, this information should also demonstrate how the pupil's progress compares to other (anonymised) pupils who have received the same interventions
- Assessment and tracking information completed by the school
- At least 3 individual provision maps with dated reviews
- Pupil's views
- Parental views
- Reports from Learning Support Teachers and/or Educational Psychologists and any other relevant professional reports
- Examples of unsupported writing by the pupil to show their level of free writing
- The Dyslexia Decision Meeting form completed as far as possible ready to be completed at the meeting with decision and support plan

This information should be copied for all those invited to the meeting and sent out two weeks beforehand so that everyone has time to read it. The people invited to the meeting should always include the SENCo, class teacher (form teacher) and Learning Support Teacher. Any other professionals directly involved should also be invited e.g. class teacher, head teacher, teaching assistant. An Educational Psychologist, or other specialist teacher/professional with SpLD qualifications, may have been involved with the pupil and produced an independent report which will be presented as part of the evidence. The School SENCo and Specialist Teacher considers all the reports and evidence as part of the decision making process.

**An identification of Dyslexia may then be made.**

It will be decided at the meeting who will feed back to the parents and the pupil and complete the Dyslexia Decision Meeting Form, normally the role of the SENCO.



### **5.3 Prevention, Intervention and Monitoring Impact**

This dyslexia pathway is only as good as the impact it has on the development of pupils' literacy skills and their independent access to the curriculum in school. It is our collective responsibility to ensure that all pupils attain these skills before leaving compulsory education, and ideally by the end of Key Stage 2. Targets for progress should therefore be ambitious, not limited by views of a child's perceived deficits. Research shows that effective provision and timely intervention will help all children with reading and/or spelling difficulties.

Schools have a responsibility for monitoring the provision made for children in Worcestershire to ensure that all children and young people attain their potential. For children with dyslexia this means that the support services should monitor their own effectiveness in terms of:

- Strengthening the school's ability to meet children's needs with Quality First Teaching
- Accelerating a child's progress, for example monitoring the rate of progress before and after the involvement of support staff
- The effectiveness of in-service training by asking participants to rate their own knowledge and understanding about meeting the needs of children with dyslexia before and after the training session.

## Section 6: Requesting an Education, Health and Care Plan

The SEN and Disability: 0 – 25 years Code of Practice (2014) is clear. For children and young people with special educational needs and disabilities, their needs must be picked up at the earliest point with appropriate support put in place quickly, and their parents and carers must know what services they can reasonably expect to be provided. Children and young people and their parents or carers must be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

Schools, including academies and free schools, **must** provide evidence of everything they have done to secure the special educational provision called for by a child's or young person's needs. These settings receive core funding to make general educational provision for all pupils/students and additional funding to help make provision for those who need additional support, including those with SEN or disability.

The National Funding Model was implemented in April 2013 and introduced changes to funding. Mainstream schools and academies receive in the region of £4,000 ('core education funding') to provide a standard offer of teaching and learning for all pupils, including those with special educational needs. Schools now also receive an additional amount to help make special educational provision to meet pupils' SEN and this is called the notional SEN budget. The amount is based on a formula agreed between schools and the Local Authority and schools must use this delegated funding to pay for up to £6,000 of the additional support costs to meet a pupil's SEN.

Funding requirements above £10,000 will normally be accessed through the statutory assessment process, where evidence of intervention and progress demonstrates a higher level of pupil need, and additional resources can be provided by the Local Authority in the form of a top-up from the High Needs Block. Where appropriate this may include a Personal Budget. The school will continue to provide the first £6,000 of provision for any pupil with a statement of SEN or EHC Plan.

'SEN Provision Ordinarily Available' WCC 2014

Schools can assign adult support assistance as necessary and set up interventions, whether as groups or individuals, to support children with dyslexia. It will only be appropriate to request an EHC assessment for a child with dyslexia if:

- The child or young person has a range of other severe and complex needs for which a high level of additional support is required, with dyslexia forming part of this range

A request for an EHC Needs Assessment should therefore only be made where a child/young person is failing to make expected progress following the Assess/Plan/Do/Review cycles AND the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting.

It is expected that children/young people whose sole difficulty is dyslexia would normally have their needs met within Schools' notional SEN funding and resources using the Worcestershire Dyslexia Pathways. CRITERIA AND GUIDANCE - INTEGRATED ASSESSMENT – EDUCATION, HEALTH AND SOCIAL CARE PLAN0-25 Years ) (Sept 2014)

## Section 7: Examination Access Arrangements

### 7.1 SATs

Special arrangements can be requested if needed. However for many young dyslexic pupils a rest break, to refresh energy and concentration levels may be just as beneficial

Pupils may be eligible to receive 25 percent additional time on the Key Stage 2 SATs papers. Schools should refer to the regulations given at the webpage

<https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

## 7.2 GCSE

The exam officer, within the pupil's school, can make applications for Access Arrangements on behalf of dyslexic pupils and other candidates at the exam centre within the establishment (for example the school or college). The information and guidance is published annually in both **Joint Council for Qualifications** on the JCQ website <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration> and also in a paper version:

*'Access Arrangements, Reasonable Adjustments and Special Consideration.'*

All arrangements are clearly outlined in the document and the website is also extremely useful to schools and parents of pupils who are seeking help with Access Arrangements for GCSE and other examinations. Applications for examination special arrangements are made online by the school based exam officer.

The school/exam centre will enter the details of the pupil using the online system, following an assessment from an approved specialist teachers. The access arrangements will be approved or not online almost immediately.

There is a full description in the *Access Arrangements* booklet about all the different arrangements for accessing exams. It is important to realise that Access Arrangements are not offered solely because the pupil is dyslexic. They have to meet the criteria laid down. For example- requesting a reader or a scribe. The criteria are clearly written down and described and if the pupil meets the criteria he will usually be awarded the appropriate facility. Otherwise they will be refused. There is also expected to be a History of Provision and Evidence of Need to support an application in the majority of cases. **This should reflect 'normal working arrangements'.**

The purpose of exam arrangements is to ameliorate the pupil's difficulty with reading /writing etc. so that he/she is able to access the examination and to demonstrate what is known but it is important that the pupil is not unfairly advantaged over other candidates.

## **8. Appendices**

### **8.1 Working Party and Consultation group**

The original working party consisted of Victoria Crivelli, Anna Lewis, Trish Bowler, Kevin Mackelworth and Mary Singleton supported by other colleagues from the Learning Support Team and Educational Psychology Service

Professional consultation was also sought from Health (including Speech and Language Therapists) and nationally from the British Dyslexia Association.

The revised Pathway (2014) has been updated by Ruth Wilson supported by Lynnette Elvins, Helen Davies, Mary Jenkins, Kate Breakwell and Karen Lindley from the Learning Support Team to be in line with current legislation and the developments in practice.

## 8.2 Glossary

BDA	British Dyslexia Association
BPS	British Psychological Society
CoP	Special Educational Needs Code of Practice, DfES, 2001
DECP	Division of Educational and Child Psychology
DfE	Department for Education
EPs	Educational Psychologist
IDP	Inclusion Development Programme
KS3	Key Stage 3 (Years 7 to 9)
LST	Learning Support Team
NC	National Curriculum
SALT	Speech and Language Therapists
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SIPS/SIA	School Improvement Partners (also Advisory Teachers, Literacy Consultants)/School Improvement Advisor
SpLD	Specific Learning Difficulty

## 8.3 References

British Dyslexia Association (BDA, 2004) *Understanding Dyslexia and the Route to Offending*, BDA.

British Dyslexia Association (BDA, 5<sup>th</sup> Edition) *Achieving Dyslexia Friendly Schools: Resource Pack available on BDA website. <http://www.bdadyslexia.org.uk/>*

British Dyslexia Association *Assessment into Action - Dyslexia in Primary Schools* DfES (2003) *Every Child Matters*, London: HMSO

DfES (2002) *Managing Wave 3 literacy interventions: good practice guidance for LEAs*, The National Literacy Strategy, London: HMSO

DfES (2005), *Learning and teaching for dyslexic children, Primary National Strategy*, London: HMSO

DCSF ( 2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties ( Rose Report)

Johnson, M. (2004) Dyslexia Friendly Schools-policy and practice, in Reid, G. and Fawcett, A., *Dyslexia in Context: Research, Policy and Practice*, London, Whurr.

Milne, D. (2005) *Teaching the Brain to Read*, Hungerford, SK Publishing

Moody, S. (2004). *Dyslexia - A Teenagers Guide*, BDA publications

Peer, L and Reid, G. editors ( 2001) *Dyslexia - Successful Inclusion In Secondary School* , David Fulton Publishers

Riddick, B., Wolfe, J., and Lumsden, D. (2002, reprinted 2003) *Dyslexia: A Practical Guide for Teachers and Parents*, London, David Fulton Publishers.

Working Party of the Division of Educational and Child Psychology (1999), *Dyslexia, Literacy and Psychological Assessment*, Leicester, British Psychological Society

Dyslexia Series ( 2003) - David Fulton Publishers  
- a set of 10 titles covering different areas of the curriculum

## 8.4 Useful websites

<https://www.gov.uk/government/organisations/department-for-education>

<http://www.bdadyslexia.org.uk/>

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

[www.dyslexic.com](http://www.dyslexic.com)

[www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

## Case Studies

### Case Study - Primary

Emily was a highly articulate child in Year 4. Her two older sisters are both high achievers and her parents are both doctors. Emily was anxious about her reading and spelling difficulties and feared that her friends might see how bad her work is. She desperately did not want to be different or have any attention drawn to her. Being in groups of children with low ability at school seemed to draw attention to her difficulties and separated her from her friends. She worried about friends thinking she is 'thick'. Emily adored science and wanted to be a research scientist when she is older.

The PACE checklist helped to highlight the extent of Emily's anxiety and the SENCo organised self-esteem and friendship interventions to help Emily to have more self-confidence at school. Whilst this was successful, Emily's basic literacy skills did not improve significantly over time, despite appropriate literacy interventions. The Learning Support Team advised on ICT support for home and school so that Emily could become more independent when reading information (e.g. from the internet) and presenting her ideas. Emily had a very 'spiky' profile of strengths and difficulties and a Dyslexia Decision meeting confirmed that she has dyslexia.

Initially Emily was unsure whether she wanted to have the label of dyslexia in case this confirmed her status as a child with learning difficulties at school. After reflecting on this over a few weeks, whilst finding out more about the strengths as well as the difficulties associated with it, she decided that she wanted to have this label, especially as her teacher offered to explain dyslexia briefly to the class.

Emily is now at High School and has been placed in top sets because of her ability in science and other subjects. She is learning alongside her friends, still benefiting from ICT support for basic literacy skills and is confident in her ability to succeed academically.

### **Case Study – Secondary**

Kevin was referred to Learning Support after experiencing difficulties at a tertiary high school after transfer from middle school. Middle school had felt he was underperforming and a “bit lazy”. His behaviour deteriorated in certain classes and homework was not being completed. The SENCO at the high school wondered if he might be dyslexic so met with parents and Kevin and used the checklists in the individual child pathway. She also looked back through his records from his previous schools to see the effect of any interventions he had in the past, and arranged for the learning support teacher to carry out some further assessments. As Kevin's difficulties appeared to have been missed at middle school it was not appropriate to evaluate the effect of more interventions so he was “fast tracked” and a Dyslexia Decision Meeting was arranged with the educational psychologist, learning support teacher and SENCO. At this meeting it was agreed that Kevin was dyslexic.

Following recommendations in the Dyslexia Decision Meeting report, two ICT programs were loaded on to a school lap top PC to enable planning and organisation of work (Inspiration) and reading of text and spelling (a predictive tool). Kevin was enthusiastic and immediately responded to the benefits of these tools. He was enabled to help himself access the curriculum, web pages and texts as well as plan and organise homework and course work. He ceased to show negative behaviours in classes and developed a positive attitude to school and the future. With support in place, he went on to achieve 6 GCSEs and is now studying at sixth form. His current situation is now being reviewed, especially in the area of assistive technology, to support the further demands of A-level study.

### **Case Study - Secondary**

Jack was a student working at KS4 who had been identified as dyslexic, his primary concern was recording difficulties. Whilst his reading ability was sufficient to enable him to access text, his written recording, spelling and organisation was not reflecting his ability and the finished handwritten work was illegible.

The loan and regular use of a portable writing aid with a predictive tool, to use at home and in the classroom, enabled him to keep up with his peers in recording skills for his GCSE subjects. It allowed him to organise himself using the separate file management, as well as, to express his thoughts and ideas fully across the curriculum.

Comment from Jack's parent following the intervention.

*“This (Alphasmart) is fantastic. It has made all the difference”*

Quote from Jack's School record at the midpoint of a loan period of a writing aid from the Learning Support Team.

*“Jack feels that the provision of this equipment has been extremely helpful to him and we are very happy with the support provided.”*

Jack has gone on to use a laptop for sixth form using Write On Line, a tool that combines prediction, word processing and vocabulary word bank options, all with full speech support, which can be used at home or at school.

### **Case Study - Primary**



Gareth first came to the attention of the support services in Y3 when he was not making the expected progress in the acquisition of reading and recording skills. He had previously shown a number of indicators on a range of characteristics on the Primary Checklist in the Worcestershire Dyslexia Pathways Document.

An initial assessment highlighted difficulties which appeared to be specific in nature and Gareth displayed certain strengths but also some weak areas.

A period of teaching was then offered to Gareth with advice, resources and suggestions for the school to enable Gareth to access the curriculum. His progress was monitored several times by the specialist teacher and the Educational Psychologist leading to a Dyslexia decision meeting that identified Dyslexia as a dominant difficulty.

Gareth received individual and group support at times, accelerating an improvement in his literacy skills. After transferring to High School, support in a smaller class, when necessary, and access to ICT were the main assistance provided across the curriculum, but were most appropriate in academic subjects. He received help with access arrangements (reading support) in his SATs and GCSEs. Gareth achieved reasonable grades in many subjects at GCSE and made a career in the armed forces.

## **Case Study: How one school chose to use the Worcestershire Whole School Dyslexia Pathway**

Following an introductory session to the Inclusion Development Programme (IDP) for Dyslexia in January 2009 a small rural first school chose to focus on support for dyslexic learners as a priority area on the school development plan. The Headteacher at this school sought support from the Educational Psychology and Learning Support Teams in developing an action plan. This case study demonstrates the key components that underpinned the school's dyslexia friendly approaches. It will be helpful to refer to the Whole School Pathway when reading this case study.

### **Identifying training needs**

All staff were initially asked to complete the Self Evaluation Form contained within the Worcestershire Dyslexia Pathways document during a staff meeting. Following the completion of the SEF the school SENCo introduced the IDP training materials for dyslexia, which are available online and discussed how the aim of these resources was to support all teachers in developing at least a Foundation Stage level of knowledge of dyslexia.

The responses on the SEF were collated by the school SENCo and discussed at the next staff meeting. During this session the staff reached agreement on a priority area for further training, in this case, staff identified the need to develop their understanding of how ICT could be used more effectively in the classroom to support pupils who experienced difficulties with written recording. The school also took the opportunity during this session to draw up a list of 'non-negotiable' dyslexia friendly teaching strategies and resources that they would expect to see pupils having access to in every class within the school.

To help staff fulfil their role, the school provided an on-going programme of training for all staff which focused on issues such as how to identify pupils with dyslexia using the Individual School Pathway and specific training on utilising ICT in the classroom, which was provided by the Learning Support Team. The school's commitment to 'dyslexia friendly' INSET enabled the gradual development of common approaches to common problems. As a result, all teachers were able to help many students without always having to give individual help. The techniques were applied to all students with consequent benefits in terms of whole school teaching and learning opportunities.

**How did the school monitor and evaluate student progress, and how did it help?**

The school made use of their current whole school monitoring and reporting system based on National Curriculum descriptors and response to specific intervention programmes co-ordinated by the school. This meant that dyslexic students were included in the normal, everyday process of monitoring and evaluation, and were subject to the same high expectation. Target setting by teachers was key to the effective monitoring of progress, with the progress of dyslexic students coming under particular scrutiny.

**How did the school achieve high expectations for all?**

The setting, monitoring and evaluation of targets implied a determination on the part of the school and teachers that all students were expected to succeed and that positive action would follow if they did not.

**The importance of starting from where the child is**

All teachers were encouraged to look "through" spelling and organisational errors in order to assess the underlying quality of the work and oral contributions that might demonstrate a 'spiky' profile of abilities. Consequently, it was not unusual for a dyslexic student with weak basic skills to be encouraged to access extension activities in lessons where they had demonstrated a particular aptitude (e.g. Science).

## Checklist of Common Characteristics

### Early Years Checklist

- ♦ Persistent difficulty learning simple rhymes, doing actions with rhymes and naming objects
- ♦ Enjoys listening to stories but shows no interest in words or letters
- ♦ May have difficulty dressing/ undressing, shoes on wrong feet, etc.
- ♦ May have difficulty throwing, catching, kicking a ball, balancing, hopping, skipping, cutting out etc
- ♦ May have delayed speech or intermittent hearing difficulties
- ♦ May have family history of literacy difficulties
- ♦ May have difficulty with attention
- ♦ May have difficulty learning to sing or keeping to a simple rhythm
- ♦ May have difficulty remembering names of friends, teachers, colours

### Learning profile: Early Years Foundation Stage Profile (EYS: 2014)

Area of Learning		Aspect	Emerging	Expected	Exceeding
Communication and language	ELG 01	Listening and attention			
	ELG 02	Understanding			
	ELG 03	Speaking			
Physical development	ELG 04	Moving and handling			
	ELG 05	Health and self-care			
Personal, social and emotional development	ELG 06	Self-confidence and self-awareness			
	ELG 07	Managing feelings and behaviour			
	ELG 08	Making relationships			
Literacy	ELG 09	Reading			
	ELG 10	Writing			
Mathematics	ELG 11	Numbers			
	ELG 12	Shapes, space and measures			
Understanding the world	ELG 13	People and communities			
	ELG 14	The world			
	ELG 15	Technology			
Expressive arts and design	ELG 16	Exploring and using media and materials			
	ELG 17	Being imaginative			

Name of Pupil:

Date:

### **Primary Age Checklist**

Often shows ability in creative activities, problem solving and oral work

May show ability in sport, music, art and drama

May show interest in topics, have good general knowledge

May be good at construction activities e.g. Lego, showing good spatial abilities

Key factors

- ♦ Tires easily, especially when asked to read, copy or write for long periods
- ♦ May lack concentration and be easily distracted

- ♦ May have low self-esteem and self-confidence, especially in literacy tasks
- ♦ May use avoidance tactics (e.g. sharpening pencils, looking for books) or become class clown which may result in inappropriate behaviour
- ♦ May become withdrawn and isolated
- ♦ May appear to be 'lazy' or 'dreamy'
- ♦ May have behavioural difficulties (e.g. through frustration)
- ♦ May find it difficult copying from the board
- ♦ Finds reading, writing, planning and spelling difficult
- ♦ May be slow in processing of written and spoken information, especially complex instructions
- ♦ May display clumsiness and poor motor skills
- ♦ Has difficulty in recalling information in the correct sequence or order
- ♦ Cannot match oral ability when writing
- ♦ Has difficulty self-organising
- ♦ May be forgetful of words
- ♦ May have alternating/intermittent hand preference
- ♦ May perform unevenly from day to day
- ♦ May be confused by differences between left/right, up/down, east/west
- ♦ May have limited understanding of non-verbal communication

#### Reading

- ♦ Phonological awareness may be poor: has difficulty identifying sounds at beginning middles and ends of words, identifying syllables, blending letters
- ♦ Does not progress at the same rate as peers in reading and writing skills (although may make an apparently good start by memorising words in reading books)
- ♦ Reading is often slow, laborious and hesitant
- ♦ May omit words, jump lines, lose place in the text, ignore punctuation
- ♦ May not recognise familiar words or high frequency words
- ♦ May be unable to follow the left-right flow of text
- ♦ May reverse (or invert) letters e.g. bpdq unmwv, whole words and syllables e.g. scared/sacred, was/saw
- ♦ May show no expression when reading
- ♦ May decode all words and confuse familiar words May be unable to select key points in text, but recall some points orally
- ♦ May have good reading comprehension skills despite inaccurate reading
- ♦ May lose the point of the story being read or written
- ♦ Eyes may water or one eye may be occluded when reading
- ♦ May suffer from headaches

#### Writing

- ♦ Standard and amount may be well below expected range and in comparison with knowledge and vocabulary
- ♦ May have difficulty identifying errors in sentence and spellings
- ♦ May find planning, sequencing and organising thoughts and ideas difficult, resulting in seemingly messy overcorrected work

- ♦ Poor motor control may result in handwriting that is difficult to read, non cursive and incorrect letter formation
- ♦ Pencil grip may be incorrect in position, tension and pressure
- ♦ Spellings may include a mixture of lower and upper case (e.g. BaBy)
- ♦ Letters may be written in reverse
- ♦ Writing may drift away from lines and margins
- ♦ Spellings are often incorrect and inconsistent; even within a paragraph, several patterns may be used – thay, tehy, tahy
- ♦ May attempt to use phonic alternatives – cercl /circle or bizarre combinations of letters
- ♦ May make anagrams of words e.g. tired for tried, breaded for bearded
- ♦ May use unusual sequencing of letters or words

Problems with Maths may occur as a result of the above difficulties:

- ♦ Number and symbol reversals
- ♦ Place value confusion
- ♦ Inability to remember sequences – tables, months, days, dates
- ♦ Difficulty with concept of time e.g. yesterday, today, tomorrow
- ♦ Time telling and awareness (use of timetables, organisation etc may also suffer as a result of poor personal organisation skills)
- ♦ Inability to read mathematical instructions
- ♦ Confusion of symbols such as + and x signs
- ♦ Difficulty learning and remembering times tables

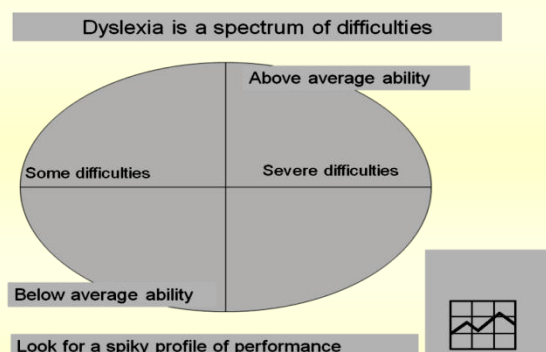
### **Learning Profile: Primary Age**

**National Curriculum Levels (if used):**

Achievement levels in relation to age expectations		Well Below	Below	Expected	Exceeding
<b>English</b>	Spoken language				
	Reading				
	Writing				
	Spelling and Grammar KS2				
<b>Maths</b>	Number				
	Measurement				
	Geometry				
	Statistics, from Yr 2				
<b>Science</b>					
<b>Computing</b>					
<b>History</b>					
<b>Geography</b>					
<b>Art</b>					
<b>DT</b>					
<b>Languages KS2</b>					
<b>Music</b>					
<b>PE</b>					

Name of Pupil:

Date:



## Secondary Age Checklist

With secondary age pupils it is important to first look for evidence of a possible continuation of factors listed within the Primary Age Section.

Additionally, we may expect to see:

- ♦ Difficulty reading, spelling understanding new subject and technical vocabulary
- ♦ Confusion of dates, times, etc.
- ♦ Difficulty following a timetable
- ♦ Organisation of equipment, books, homework tasks etc.
- ♦ Remembering instructions, information
- ♦ Misunderstanding complex instructions
- ♦ Increased difficulty in planning tasks, coursework etc.
- ♦ Self-esteem may become increasingly fragile leading to emotional and behavioural problems, sometimes severely so
- ♦ Reading levels of text books, especially dense and complex texts, may be too demanding
- ♦ Unable to listen and make notes
- ♦ Unable to write or copy instructions accurately unless adequate time is allowed or alternative arrangements are made
- ♦ May have difficulty recalling facts, formulae, sequence of ideas, especially under pressure of tests and exams
- ♦ Homework set may take three times as long to complete if alternative methods of recording are not offered
- ♦ May not be able to use library /internet efficiently as unable to read information or use reference systems
- ♦ May not remember passwords or codes for logging in, or may enter them incorrectly / reverse etc.
- ♦ Unable to skim through or scan over reading matter
- Difficulty extracting the sense from written material without substantial re-reading

But pupils may also be...

- ✓ Creative in many different ways- lateral thinkers
- ✓ Intuitive Problem-solver
- ✓ Imaginative
- ✓ Enthusiastic
- ✓ Artistic
- ✓ Innovative thinkers
- ✓ Entrepreneurial, excellent trouble-shooters

Like Winston Churchill, John F. Kennedy, Leonardo da Vinci, Walt Disney, Beethoven, Albert Einstein, Mozart, John Lennon, Steven Hawking, Richard Branson, Agatha Christie, Hans Christian Anderson, Louis Pasteur

### **Learning Profile: Secondary Age**

#### **National Curriculum Levels (if used)**

Achievement levels in relation to age expectations		Well Below	Below	Expected	Exceeding
<b>English</b>	1. Speaking and Listening				
	2. Reading				
	3. Writing				
<b>Maths</b>	4. Using and Applying Mathematics				
	5. Number and Algebra				
	6. Shape, Space and Measures				
	7. Handling Data				
<b>Science</b>	8. Scientific enquiry				
	9. Life Processes and Living Things				
	10. Materials and their properties				
	11. Physical Processes				
<b>Computing</b>					
<b>Languages</b>					
<b>History</b>	12. An understanding of chronology, causality and how the past is represented.				
<b>Geography</b>	13. The skills and understanding for enquiry into places, geographical patterns and processes, and environmental change.				
<b>Citizenship</b>					
<b>Art</b>	14. Artistic aptitude, in drawing, painting, sculpting or design.				
<b>DT</b>					
<b>Music</b>					
<b>PE</b>					

Pupil Name:

Date:



# PACE CHECKLIST:

(Physical, Affective, Cognitive and Educational factors)

Name.....

Year Group.....

Date.....

Pupil Strengths:

Pupil's Weaknesses:

Notes: **CHECK PHYSICAL FACTORS** in consultation with parents / carers and pupil and other Health and/or Educational professions.

Check	Information obtained from	Comment if relevant and date
Eyesight		
Hearing		
Allergies Epilepsy Other health issues		
Diet		
Sleep		
Motor Control – fine/gross motor		

**CHECK AFFECTIVE FACTORS** in consultation with parents /carers and pupil:

Check	Information obtained from	Comment if relevant and date
Attitude to reading		
Self Esteem		
Family situation e.g. separation, bereavement		
School situation e.g. bullying		
School's attitude to reading		
Family attitude to reading		

Notes:

**CHECK COGNITIVE FACTORS**

Check	Information obtained from	Comment if relevant and date
Attention span		
Language levels		
Family history of reading/writing/ spelling difficulty?		

Memory		
Phonological awareness		
Processing speed		

Notes:

## CHECK EDUCATIONAL FACTORS

Check	Information obtained from	Comment if relevant and date
Changes of school/ teacher?		
Attendance		
How often does child read- at home? at school?		
Have phonics been taught in a clear sequence?		
Has there been repetition and revision to ensure mastery, fluency & accuracy?		
Have word attack strategies been taught- for reading? - for writing?		
Have pupil strengths been identified and built on?		
Home-School links. Parental guidance on sharing books.		
Reading/writing materials – age and ability appropriate? attractive and motivating?		
Support for learning – ICT, paired/group work, differentiated work (including homework)		
Frequent opportunities for speaking and listening?		

## Worcestershire Dyslexia Pathways Individual Child Pathway Tracking sheet

(Only use the tracking sheet if **50% or more** of the common characteristics have been highlighted)

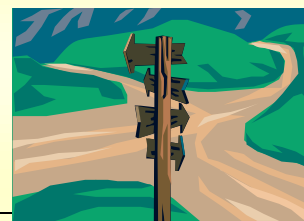
**Name:**

**Date of birth:**

**Date Pathway initiated:**

**Year Group:**

	<b>Actions</b>	<b>Tick when completed</b>	<b>date</b>
<b>Not making expected progress with literacy skills</b>	Checklist of common characteristics		
	PACE Checklist		
	Child's views		
	Parent/carer views		
	School assessment data including Learning profile		
<b>Assess Plan Do Review</b>	Review Quality first teaching and classroom adaptations		
<b>Pupil back on track?</b>	<b>Leave pathway or continue?</b>		
Continue Wave 1 and implement wave 2 (or similar) interventions	<b>Start interventions aimed at specific difficulties</b> List intervention: title, frequency and time length:		
<b>Pupil back on track?</b>	<b>Leave pathway or continue?</b>		
Possible move to SEN Support on SEN register depending on level of need. <b>Assess Plan Do Review</b>	Assessments from outside specialist e.g. LST or other relevant professionals – use to develop provision for access to lessons and pupil's personal skill development		
Continue Wave 1 and implement Wave 3 interventions	<b>Start further interventions aimed at specific difficulties</b> List intervention: title, frequency and time length:		
<b>Pupil back on track?</b>	<b>Leave pathway or continue to DDM?</b>		
	Evidence for DD meeting sent to LST		
	Dyslexia decision meeting held: Decision?		
	Decision report discussed with parents		
<b>Date set to review DDM strategies and targets if a Dyslexia identified:</b>			



## Dyslexia Decision Meeting

### Summary of the Assessment undertaken using the Dyslexia Pathway

<b>Pupil's Name:</b>	<b>Age:</b>
<b>Date of Birth:</b>	<b>Year Group:</b>
<b>Date of meeting:</b>	<b>Present at the meeting:</b>
<b>Parents/carers' names and address:</b>	<b>School:</b>
<b>Background to referral:</b>	

### Assessment Rationale and Format

In Worcestershire the Dyslexia Pathway was introduced to support schools in identifying and supporting pupils who be presenting with difficulties in learning associated with dyslexia. The Dyslexia Pathway recommends that the process of assessment should be done through teaching and observation over time and monitoring of progress and provision.

The Rose Report on Dyslexia (DCSF, 2009) has defined dyslexia as follows (page 10):

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed
- Dyslexia occurs across the range of intellectual abilities
- It is best thought of as a continuum, not a distinct category, and there are no clear cut off points
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention

This definition explains that dyslexia is a recognisable PATTERN of strengths and difficulties that PERSISTS over time. The pattern can look different in different children. Alternative definitions of dyslexia are referred to in the Dyslexia Pathway and these can also be found in the Inclusion Development Programme (DFE, 2011)

We have based our assessment on information obtained from the following sources:

<b>Assessment Level</b>	<b>Summary of Action Taken over time (Include Dates and outcomes)</b>
<b>Level 1</b>	<u>Evidence to include:</u> Observations, monitoring and 'screening'. Examples of good quality Wave 1 teaching.
<b>Level 2</b>	<u>Evidence to include:</u> Assessments including a skills profile, curriculum related assessment (APP), PACE Checklist etc. and evidence of Wave 2 and 3 interventions
<b>Level 3</b>	<u>Evidence to include:</u> Comprehensive Assessment, including assessments undertaken by a specialist teacher and or educational psychologist, speech and language therapist, occupational therapist etc. and evidence of Wave 3 and 3+ interventions

## Main findings of information

**Strengths:**

**Difficulties:**

### Conclusion:

The evidence identifies that .....has dyslexia. Regular monitoring of support and provision will be needed over time.

There is insufficient evidence at this time to conclude that ..... has dyslexia.

However, the difficulties identified will require continued support and possible further investigation.

## Framework for Action

The National Curriculum Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable challenges
- Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

The following recommendations are made:

Principle	Action to be taken
A. Setting suitable learning challenges For example: developing specific skills	
B. Responding to pupils' diverse learning needs For example: Teaching approaches that take account of strengths and difficulties.	
C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils For example: Enabling access to the curriculum in order to demonstrate their abilities in order to ensure self-esteem.	

Date for reviewing and amending recommendations:

Signed: .....

Senco

Date...

.....

Learning Support Team,

.....

Educational Psychologist (if involved in meeting)

Copies to:

**Pupil's Views**
**Name:**
**Date:**

<b>Pupil Voice</b>	
<b>What things do you enjoy doing?</b> What are you good at? Are you good at solving problems or having ideas?	
<b>How happy are you at school ?</b> (on a scale of 1 to 10)? Where were you on this scale last year? The year before? The year before that? Why? Where would you like to be?	
<b>What things do you enjoy at school?</b> Why? What is your favourite subject? If certain subjects probe further to see if it is the subject or the access to the way it is delivered. Do you enjoy any after school clubs or hobbies?	
<b>Do you get worried about school?</b> How worried on a scale of 1 to 10? Do you worry about home?	
<b>What things do you find more difficult at school?</b>	
<b>How good do you think you are at literacy/ reading/writing</b> on a scale of 1 to 10? How good do you think your parents/carers or teacher would say you are?	
<b>Prompt – speaking / listening / understanding</b> Probe for times when this is a problem What do you do at the moment when this is a problem?	
<b>Prompt – reading</b> Probe for an example of difficulties – decoding, recognising words, movement of text, shorter words /longer words, understanding Does anyone help you with reading/writing at home or school? What do they do that helps? What doesn't help? What else could they do to help? Have you found anything else that helps with this? (ruler under text etc) Coloured reading ruler? Does anyone read to/with you? Can you choose the books/stories?	
<b>Prompt – writing &amp; recording</b> Probe for whether the difficulty is the physicality of writing (at length) Planning, sequencing, organizing ideas Spelling and grammar?	
<b>What have you found that helps?</b> (an example at home or school) Do / can you use a dictionary to help?	



<p><b>Personal organisation</b>          Do you find it difficult to get organised at home / school?</p> <p>What are the most difficult things?</p> <p>What have you found helpful?</p>	
<p><b>Self Esteem and Confidence</b>          Have you been able to talk to anyone in school about these problems?</p> <p>Are there any things that make you feel angry or frustrated when in class or doing homework?</p> <p>What do you feel would be helpful?</p>	
<p><b>Child's Voice</b>          Have you discussed any personal targets with teachers? What do you think should be a target for you?</p> <p>Have you been at any review meetings when your needs are being discussed?</p> <p>If so, was that helpful; were the outcomes / actions taken successful?</p>	

## PARENT/CARER QUESTIONNAIRE

Name: .....

Name of child: .....

	Please tick (✓)		
	Yes	Partly	No
1. The school has a clear understanding of my child's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school keeps me informed about my child's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am given information about what my child is learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers give me advice and tasks to help my child at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers listen to my concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am pleased with the progress my child is making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My child is happy at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child has friends at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know the staff who support my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know how support staff help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am happy with the help my child receives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am involved in reviewing my children's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, what the school does for my child is

Excellent ☐

Good ☐

Satisfactory ☐

Poor ☐

**Any other comments:**

# Pupil Attitude Survey

**Read this passage to the pupil if necessary**

“We would like to know how you feel about school and school work; this will help us know how we can get better at supporting you and helping you to learn.

Please answer the questions by putting a ☒ in one box along each row.

If you make a mistake, don't worry just cross out the wrong box.

I can help you read the questions if you need me to.”

I am in year

	Agree a lot	Agree	Disagree	Disagree a lot
<b>1</b> I like coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b> I feel confident to join in activities at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b> I feel good about myself when I am at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b> The work I do in most lessons is interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b> Teachers and helpers know that I sometimes have difficulty with reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b> Teachers and helpers know how to help me when I get stuck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7</b> Some of my friends know that I sometimes have difficulty with reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8</b> Some of my friends know how to help me when I get stuck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9</b> I am confident to ask for help whenever I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10</b> I prefer to use the computer to write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Agree a lot	Agree	Disagree	Disagree a lot
11 I sometimes use concept maps/mind maps to help me write what I think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 I sometimes use a highlighter pen to help me pick out words and sentences I need to remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 The books I have to read and to take home are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 The teacher writes on the board in different colours to make it easier for me to read and copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 I can use coloured overlays if I need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 My teacher gives me extra time to finish my work if I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 I know what to do when I am stuck on a word I can't read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 I know what to do when I am stuck on a word I can't spell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 I like to work with other children in my class especially when we do writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 I know what I need to do to get better at reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 I feel I am getting better at reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pupil Category  
(for teachers to complete)

SEN Support

☐

EHCP

☐

<b>Inclusive &amp; Dyslexia Friendly - Primary</b>		✓Tick the ones you already offer, Highlight some you can do this term
<b>Primary Classroom environment</b>		<b>Examples</b>
1	A welcoming environment	Bright, motivating, signs in a variety of languages where needed, calm, non-threatening, clear rules and routines taught, displayed and praised when observed, (catch me ...) a quiet distraction free area. "I think I need to explain it better or in a different way" instead of 'you weren't listening!'
2	A comfortable environment	Temperature, lighting, appropriate furniture, access to drinking water, fresh air, room to move, can all pupils see the teacher, board, displays etc.
3	A Celebration of strengths	Not just of pupils' writing but models, ideas, behaviour, leadership, motivation charts ,creative and sporting challenges and successes
4	Symbols / pictures used or other formats ( language) to support written information	For example use icons, symbols or digital images for resources in classrooms, notices around the school, menus in the dining hall, purpose of rooms etc.
5	Support to facilitate multi-sensory and independent learning	Resources accessible on tables and walls : word banks, alphabet strips, small whiteboards and pens, magnetic/ plastic/ tactile letters, alphabet strips , magnetic alphabet rainbows on wall , walled displays number lines that are reachable, table top illustrated learning mats or glossaries of key words, self-corrective resources, self-help resources
6	Special equipment for those who need it	Left handed scissors, pencil grips, fidget balls, writing slope, coloured overlays for reading, non-slip rulers
7	Clear labels with pictures or photos for classroom resources or subject areas	Scissor drawer with picture ✂ Labelled diagrams Learner friendly fonts, ( Sassoon, Comic sans ) lower case information,
8	Learner friendly seating arrangements	Facing the front, close to the front, study buddy, space for movement, writing slope In groups for ability or task not low reading age!
9	Actions to help relieve visual stress and aid visual clarity	Colour backgrounds to IWB, useful tools on IWB such as spotlight and reveal, coloured paper Coloured overlays for reading Use: a variety of colours on the board to separate lines, sections or double line space between or in paragraphs to break up text. Use lower case <i>words</i> <u>not</u> CAPITAL LETTERS in learner friendly fonts (see 7 above).
10	Visual aids/ timetables to help organisation / memory, structure of lesson / day	Symbols or digital images, marker or arrow to indicate where in the day and time passing, use clocks ( digital 12 hour are easiest) to support time of the day. Visual sand timers / IWB timers for tasks
<b>During lessons</b>		
1	Clear objectives & success criteria	Shared, displayed and discussed and SC adapted if necessary
2	Regular opportunities to show understanding or potential difficulties	Traffic Light cards, thumbs up, tell a friend how to.... Assessment for learning questions and techniques
3	Opportunities for pupils to demonstrate strengths	Opportunities to demonstrate creative, leadership, problem solving, sporting, musical, debating, dramatic, verbal, visuo spatial skills
4	Regular use of audio / visual aids and ICT as an alternative form of accessing information, learning / and recording	Digital camera, video camera, language masters , digital or cassette recorders, talking word processors e.g. Clicker Writer Onscreen wordbanks

5	New / technical/ difficult vocabulary introduced, explained, displayed and referred to	Table top glossaries, displays, posters, language master cards, wordbanks. Subject dictionaries
6	Help available to support processing, sequencing and memory	Time to process questions , oral information before responding, large topic map of course that you are following with a 'You are here' movable arrow, post it notes, instructions on language master, talking word processor , memo cards, small whiteboards,
7	Tasks that reduce the barriers to writing and offer options of alternative forms of recording	Mind maps, computer based recording such as Clicker grids, Write on Line, ( WoL) predictive text, digital books, labelled diagrams, bullet points, tables, charts, demo on whiteboard using <i>record</i> facility, use of writing frames, planners or planning software Give plenty of time to process and organise written information Extra time for any written tasks, opportunities to discuss and plan Short written or verbal instructions Use the digital recording facility on computers for children to make their own recordings instead of or to support , a writing outcome
8	Provide opportunities to work independently with self-corrective activities	Language Master, Speech supported ICT, Stile trays, self-corrective games
9	Plenty of time to process and organise spoken information or instructions	Short instructions, visual cues, task management boards, language master card instructions, pictorial information to support spoken work
10	Reducing the homework load	Target 5 spellings to learn well rather than 20 incorrectly, relevant spellings, alternative forms of recording, minimal writing / reading as it will all take x3 times as long , set times e.g as much as you can do in 15 minutes and ask parent to sign off at that point
11	Opportunities to reduce the reading load	Highlighting key text, copy and paste text into talking WP, e.g. Clicker Writer or WoL( see 7), bullet points rather than full paragraphs, visual information not just text, digital books, CDs, videos, Line trackers, overlays, IWB tools such as spotlight and reveal Use the digital recording facility on computers to record instructions or texts for children to listen Record instruction on memo microphone or language master cards
<b>Use of language</b>		
Questions pitched to challenge all abilities and alternatives made to invite a response		Adjust questions to differentiate, multiple choice, can you think of 3 things you would like to ...., give me 5 ways
Questions used to ensure others are listening and on task		Who agrees with ....., Does anyone want to ask .... Another question about..... Learners may express limits to their achievements with phrases such as 'I'm no good at...' and 'I always get X wrong'.
Use the language of success		Support a climate of greater possibility by the language you use in response, such as 'Yes, you did get it a bit mixed up but let's see which bit is causing you problems.'
Use the language of possibility		Create an ethos where it is acceptable for children to say 'I'll try but I need some help...' rather than 'I cannot do it...'. Support this by using phrases such as 'You can do it...', and 'What helps you do it?'
Use the language of hope		

<b>Inclusive &amp; Dyslexia Friendly</b>		✓Tick the ones you already offer, Highlight some you can do this term
<b>Secondary Classroom environment</b>		<b>Examples</b>
	A welcoming environment	Bright, motivating, signs in a variety of languages where needed, calm, non-threatening, clear rules and routines taught, displayed and praised when observed, (catch me ...) a quiet distraction free area. "I think I need to explain it better or in a different way" instead of 'you weren't listening!'
2	A comfortable environment	Temperature, lighting, appropriate furniture, access to drinking water, fresh air, room to move, can all pupils see the teacher, board, displays etc.
3	A celebration of strengths	Not just pupil writing but models, ideas, behaviour, leadership, motivation charts, creative and sporting challenges and successes
4	Symbols / pictures used or other formats ( language) to support written information	Use icons, symbols or digital images for resources in classrooms, notices around the school, menus in the dining hall, purpose of rooms etc.
5	Support to facilitate multi-sensory and independent learning	Resources accessible on tables and walls: word banks, whiteboards and pens, access to concrete aids, table top illustrated glossaries and key words, self-corrective resources, self-help resources, differentiated or highlighted text
6	Special equipment for those who need it	Left handed scissors, pencil grips, fidget balls, writing slope, coloured overlays for reading, non-slip rulers
7	Clear labels with pictures or photos for classroom resources or subject areas	Pictorial labels ✂ and colour coding to help identify resources. Labelled diagrams Learner friendly fonts, ( e.g. Sassoon, Comic sans ) information written in lower case,
8	Learner friendly seating arrangements	Facing the front, close to the front, study buddy, space for movement if needed, writing slope or file on end to create one Grouped for ability or task not low reading age!
9	Actions to help relieve visual stress and aid visual clarity	Colour backgrounds to Interactive Whiteboard (IWB), useful tools on IWB such as spotlight and reveal, coloured paper Coloured overlays for reading Use a variety of colours on the board to separate lines, sections or columns Use double line space between or in paragraphs to break up text. Use lower case <u>not</u> CAPITAL LETTERS in learner friendly fonts (see 7 above).
10	Visual aids/timetables to help support organisation / memory, structure of lesson / day	Symbols or digital images as reminders, colour coding for subjects and subject information, Use of digital /sand timers / IWB timers for tasks /tests
<b>During lessons</b>		
1	Clear objectives & success criteria	Shared, displayed and discussed and S.C adapted if necessary
2	Opportunities to show potential difficulties or understanding	Traffic light cards, thumbs up, tell a friend how to.... Assessment for learning questions and techniques
3	Opportunities for pupils to demonstrate strengths	Opportunities to demonstrate creative, leadership, problem solving, sporting, musical, debating, dramatic, verbal, visuo spatial skills



4	Regular use of audio / visual aids and ICT as an alternative form of accessing information, learning / and recording	Digital camera, video camera, language masters , cassette/ digital recorders, talking word processors e.g. Clicker Writer, Write On Line (WoL), Text to Speech tools and onscreen word banks. ( This will enable more independent learning)
---	--	---

5	New /difficult vocabulary introduced, explained, displayed and referred to	Table top glossaries, displays, posters, language master cards, word banks. Subject / topic dictionaries
6	Help available to support processing, sequencing and memory	Time to process questions and oral information before responding, large topic map of course that you are following with a 'You are here' movable arrow, post it notes, instructions on language master, talking word processor , memo cards, small whiteboards,
7	Tasks that reduce the barriers to writing and offer options of alternative forms of recording	Mind maps, computer based recording such as Clicker grids, Write on Line ,(WoL), predictive text, digital books, labelled diagrams, bullet points, tables, charts, pupil demo on whiteboard using record facility, use of writing frames, planners or planning software (e.g. Inspiration, <i>has speech support</i> and converts visual plans to linear text, <a href="http://www.inspiration.com">www.inspiration.com</a> ) Give plenty of time to process and organise written information. Extra time for any written tasks, opportunities to discuss and plan, Short written or verbal instructions Use the digital recording facility on computers for pupils to make their own recordings instead of a writing outcome
8	Opportunities to work independently with self-corrective activities	Language Master, Speech supported ICT, Stile trays, self-corrective games and tasks
9	Plenty of time to process and organise spoken information or instructions	Short instructions, visual cues, task management boards, language master card instructions, pictorial information to support spoken work
10	Reducing the homework load	Manageable / relevant vocabulary or spellings to learn, alternative forms of recording offered, minimal writing / reading, as it will all take x3 longer Set times e.g as much as you can do in 30 minutes and ask parent to sign off at that point. Homework notes available on school intranet, homework buddies, time to get HW written down or given direct already written.
11	Reduce the reading load	Highlighting key text, copy and paste text into talking WP, e.g. Clicker Writer or WoL, bullet points rather than full paragraphs, visual information not just text, digital books, CDs, videos, Line trackers, overlays, IWB tools such as spotlight and reveal Use the digital recording facility on computers to record instructions or create texts that can be heard. Record instructions on memo microphone or language master cards
12	Sensitive marking of work	Marking to agreed success criteria, constructive help with

	spellings etc. "Use a dictionary" is not helpful to a Dyslexic who does not know A-Z.
<b>Use of language</b>	
Questions pitched to challenge all abilities and alternatives made to invite a response	Adjust questions to differentiate, multiple choice, can you think of 3 things you would like to .....,? give me 5 ways
Questions used to ensure others are listening and on task	Who agrees with ..... Does anyone want to ask ..... another question about?
Use the language of success	Learners may express limits to their achievements with phrases such as 'I'm no good at...' and 'I always get X wrong'. Support a climate of greater possibility by the language you use in response, such as 'Yes, you did get it a bit mixed up but let's see which bit is causing you problems.'
Use the language of possibility	Create an ethos where it is acceptable for children to say 'I'll try but I need some help...' rather than 'I cannot do it...'
Use the language of hope	Support this by using phrases such as 'You can do it...', and 'What helps you..... do it?

**British Dyslexia Association. Dyslexia Friendly Schools Pack.  
Technology Supplement.**

**Criteria for Dyslexia Friendly Schools - Technology table appendix.  
Consider the ways the following interventions can support Dyslexic learners in your  
classroom.**

<b>Strategies, Tools and/or Programs.</b>	<b>Dyslexia Friendly Outcomes.</b>
<b>Altering format options onscreen or on an interactive whiteboard,</b> e.g. background colour, font size, style and colour, using zoom, line and paragraph spacing.	Support for pupils with visual difficulties, relieves visual discomfort, reduces glare, and offers greater clarity of dense text, for reading and recording. Opportunity to modify colour choices of screen backgrounds, text and menus to meet individual preferences. Dyslexics who use coloured overlays when reading , may benefit from a virtual version to be available on the screen. (e.g. Virtual Reading Ruler — Crossbow Education).
<b>Adding speech support to existing programs, applications and web pages,</b> e.g. a text to speech program with MS Word such as Claroread, Texthelp.	Enables pupils to both see and hear all text onscreen or typed text as it is entered. Aids memory, clarifies unknown words or phrases and enables self-correction. Allows pupils to work more independently, provides reassurance and creates a non-threatening environment. Offers pupils access to all selected text in most situations. Provides a spoken version for computer generated essays etc, which promotes a multi- sensory learning environment to aid revision. Scanned text can be read back to a pupil from text or in many cases, PDF formats. Text to speech programs are particularly useful when the text being spoken is highlighted simultaneously.
<b>Using literacy programs with speech options,</b> e.g. Talking books ,e books, spelling and phonic games and activities, talking word processors and onscreen wordbanks.	Speech support is essential especially for Literacy activities such as reading, spelling, phonics and writing. Pupils can hear words in games, spellings to practise, spellcheckers, instructions and help menus. Auditory repetition of any text can support weak memory skills and increase independent learning. Spoken encouraging comments made in interactive games and tasks can increase confidence, success and self-esteem. Speech options need to be available for all age groups, not just Primary, e.g. technical vocabulary.
<b>Using Word processors to record written responses</b> (preferably with speech support) e.g. Textease, Clicker 6, Communicate in Print, Write On Line, Word with text to speech program, Portable Writing Aids.	Enables pupils to edit easily using copy, cut, paste, delete and undo options etc. avoiding unnecessary copying out and reducing frustration. By using a talking word processor, pupils can hear text as they type enabling better self-correction. Where there is also rebus support, they can relate an image to a word whilst editing, which helps with the spelling of “tricky” words and homophones. Typed text is clear and easy to read for both writer and reader. Typed text supports pupils who find handwriting or letter formation difficult, or laborious, especially in extended writing tasks. Talking Spellcheckers found with many programs help users to make an informed choice. Some web based spellcheckers such as Ginger and Ghotit, are usually free to educational establishments and will enhance spellchecking options where no speech is available as in MS Word for

	example.
<b>Using onscreen wordbanks or predictive tools with speech support</b> , e.g. Clicker, Write On Line , The Grid, Wordwall, word banks available with talking word processors and prediction in Penfriend, Co:Writer, WriteOnline, TextHelp, ClaroRead	<p>Pupils can select from a wide range of vocabulary in a variety of subjects, styles and genres to express their true ability, as opposed to what they are able to spell or type at speed. Words or phrases can be heard before selection, enabling a more informed choice. More sophisticated program tools will explain context or homonyms.</p> <p>Words entered into a text from a word bank or predictive tool will speed up the writing process, reduce the number of keystrokes and support spelling. Flexi spelling in prediction tools , allowing for phonic alternatives or “sounds like” are helpful, e.g. type <i>ord</i> to predict <i>audience</i>.</p> <p>Sentences and phrases in on-screen grids can be used as writing frames to speed up the initial writing process, so pupils are more likely to finish tasks more quickly and concentrate on content, rather than typing or spelling skills.</p>
<b>Using Portable Writing Aids</b> , e.g. portable word processors, tablets palmtop devices.	<p>Offers pupils word processing facilities anywhere at school, especially if a laptop or desktop computer is not available. This can have all the benefits as described earlier in Word processors. Many such tools have additional facilities, such as diaries to help planning, personal organisation and aid memory. Many tablets now have additional speech support and predictive options e.g. Clicker 6 and Write Online apps for iPad.</p>
<b>Using programs with user options</b> e.g. font and colour formatting, timers, speech support, content difficulty etc.	<p>Dedicated programs with pupil options enable teachers to meet individual needs and preferences both in format and content, thus providing the optimum environment for learning and enabling personalisation.</p>
<b>Using mind mapping and planning tools</b> , e.g. Inspiration, Kidspiration, Spark Space, WriteOnline workspace. Some of above are available as apps. Create Mindmaps, Writing Frames and planners to use onscreen using Smart Art in MS Word or Power Point.	<p>Mindmapping strategies and planning tools work to a Dyslexic pupil's creative and visual strengths and support common weaknesses in planning and organisation of ideas. Typing ideas directly into writing frames and story plan templates created in word processors reduces time and effort, enabling pupils to expand their ideas and notes and use cut, copy and paste to organise their ideas.</p> <p>Pupils can plan visually using text, symbols and graphic images to draft and organise their work.</p> <p>Dedicated mind mapping programs allow all of the above and the facility to add additional notes before using the program to convert the map into linear text to import into a word processor, web page or multimedia presentation. This reduces time and effort in copying or typing out plans, notes and links planning seamlessly to the writing task. The option of speech support for Dyslexics is recommended in mind mapping tools. Mindmaps can also provide Dyslexics with a useful revision tool. Using computer filing systems for saving and retrieval also supports organisation skills.</p>
<b>Using Programs that track pupil progress</b> e.g. time taken, attempts made, correct answers, details of errors	<p>Dedicated programs that track pupil progress can inform and encourage pupils as to how well they are doing, increase self-esteem and help teachers with target setting and measuring achievement.</p>

made,	This is particularly important when using skill based programs as part of a measurable intervention.
<b>Using Interactive Whiteboards.</b>	Enables better visual clarity for text and diagrams, improves visual tracking with tools such as reveal, magnifier or spotlight. Activities can be multi-sensory and “hands on”. Pupils and teachers can model and demonstrate tasks. Interaction on the boards can often be captured in the “record tool”, ideal for revision and supporting pupil explanations and evidence of achievement. The white background needs to be changed (filled) with a colour that will help to reduce visual stress.
<b>Offering alternatives to writing as key method of recording.</b>	Dyslexic learners enjoy using alternative forms of recording and often use strengths in pictorial imagery in their learning. Technology can support this with the use of digital images and clip-art, digital cameras, multimedia presentations and video cameras for example. There are many programs that allow pupils to create their own images such drawing apps. Recorded speech using tapes or digital recorders offer low tech solutions. Digital pens that record written and spoken information such as the Livescribe Pulse Smart pen may help. Voice recognition software may be appropriate in any cases, especially at KS 3/4 where the demand for writing in all curriculum areas increases both in volume and difficulty, (e.g. Dragon software or for smaller texts the Dragon App free for iPads and tablets).
<b>Hand held Spellcheckers,</b> e.g. Franklin Children’s Dictionary. Many handheld products have additional features to support individual spelling such as homonym checker, personal lists and a thesaurus. (See also talking spellchecker notes above.)	Enables pupils to spell check using phonic alternatives rather than rely on usual first 2 -letter match on many common computer spellcheckers. Increases spelling accuracy and confidence and is usually faster than using a standard dictionary. They are more likely to provide correct spellings for words highlighted as errors by the word processor’s spellchecker. Additional games found in many of the products provide extra motivation for learning spellings too.
<b>Typing and keyboard awareness programs.</b> e.g. despite the shift towards portable tablets etc. the use of a key board is still required	As technology is such a key tool in the support of Dyslexic pupils it is essential that they have a good knowledge of the keyboard and learn to either touch type if possible or type efficiently, (using two hands) so that entering text is as least as fast or faster than their normal writing speed. This needs to be done as early as possible and practised in regular daily short sessions, with social support, at school and at home. Where appropriate, typing can then be their normal mode of recording and used for extended writing and recording, homework and exams*. *subject to exam board conditions and eligibility.
<b>Low Tech solutions.</b>	Simple low tech solutions can help support many pupils in both access, learning, organisation and recording. Cassette or digital recorders are helpful for recording ideas and information, listening to instructions or texts. Cue markers on Dictaphones and digital recorders enable easy location of recordings. The digital pens that can record written and audio information such as Livescribe may also be useful. A small memo microphone may also be useful for brief reminders, homework and instructions. Inclusive Technology have a wide range of these.



	<p>Any qwerty keyboard can help with practising typing skills.</p> <p>Talking calculators found in several programs or inexpensive handheld versions can overcome potential errors of misreading, wrongly entering or reversing digits.</p> <p>Language Master machines, that can play recorded cards, can offer audio-visual support for words, phrases and instructions.</p> <p>Talking postcards* in a variety of sizes enable short single or multiple recordings and visual prompts. (*from TTS-group)</p> <p>Talking tins or similar devices, <a href="http://www.talkingproducts.com">www.talkingproducts.com</a> ) can provide up to 40 second clear recordings.</p> <p>Selections of school texts can be scanned into digital recorders and used with headphones to provide independent support for more difficult curricular texts.</p> <p>Many school texts are now available in e-format or e-books that can be used with text to speech tools to offer access, e.g. Blio.</p> <p>Many apps are available free or at low cost to support text to speech or practise literacy skills where appropriate hardware is available, e.g. Speak it or Road Block for iPhones/iPads.</p> <p>All schools and educational establishments have access to easily accessible texts for use with text to speech tools.</p>
<b>Technology to support other areas of the curriculum.</b>	<p>Literacy support will be needed across all curriculum areas.</p> <p>Speech support will be required for web pages to help access text and information. Dedicated programs with speech options used in subject areas such as Numeracy can be equally beneficial, enabling learners to hear instructions and content, so they can achieve the tasks and overcome literacy barriers to learning.</p> <p>Talking calculators can offer reassurance that the numbers and sequences are correct. Charts, graphs and tables can be easily prepared and edited using technology tools.</p> <p>See leaflet on Numeracy in Dyslexia Friendly Schools pack for other suggestions.</p> <p>Digital cameras can be used to record practical activities and the image can be annotated in reports or essays instead of hand-drawn diagrams.</p> <p>Some schools have used mobile phones for teachers or LSAs to prompt a child with short term memory or concentration problems, to stay on task, record homework task . Memo microphones or similar devices can also be used this way for prompting and task management.</p>
<b>Using Technology to support learning and general school environment.</b>	<p>School intranets, learning platforms and virtual learning environments (VLE) and websites can help pupils access information for homework, coursework presentation in the classroom, etc. as well as provide access and recording tools.</p> <p>Use of Interactive Whiteboards with appropriate colour settings and font format to reduce glare and increase visual clarity, make tasks or texts easier to read from a distance , especially with reveal, spotlight and magnification tools where required.</p> <p>The use of word processed notes and handouts in enlarged font or increased line spaced format help overcome visual stress and reading difficulties, especially on cream paper.</p> <p>Clearly typed labels, signs and classroom posters or information with appropriate clipart, symbol or digital images will support correct identification, reassure learners and increase independence.</p> <p>Adding audio instructions, by using digital recording, to text documents such as MS Word or Power Point together with</p>

	additional images will increase understanding.
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This document is an updated version of the former I.C.T. supplement to the B.D.A. Dyslexia Friendly Schools pack.

<http://www.bdadyslexia.org.uk/quality-mark-and-accreditation.html>

It is available for download on B.D.A. Tech web at:  
<http://bdatech.org/getting-started/dyslexia-friendly-ict-in-schools/>

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**Flow chart towards a graduated response to supporting children with Dyslexia-SpLD and literacy difficulties for classroom Teachers (The Dyslexia-SpLD Trust)**

**Tier One – Quality First Teaching**

<b><i>Child's name and Year Group</i></b>	
<b><i>Reasons for concern:</i></b>	
Actual Academic Progress:	Expected level:
Data on Reading: Spelling: Writing: Maths: Other:	
Ability to remain 'Calm and Alert' in lessons:	
Ability to follow instructions:	
Organisational Skills:	
<b><i>Whole class provision:</i></b>	
In discussion with the SENCO, check your classroom provision. Examples of areas to explore: <ul style="list-style-type: none"> <li>• Multisensory teaching</li> <li>• One instruction at a time</li> <li>• Accessible texts supported by age-appropriate visual materials</li> <li>• Differentiated teaching</li> <li>• Use of Assessment for Learning and Thinking Skills approaches</li> </ul>	
For further information on in-school approaches to support learners: <a href="http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM_DFS-info_pack.pdf">http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM_DFS-info_pack.pdf</a>	
<b><i>Other information about the child:</i></b>	
Using concepts of person-centred planning, gather information about the young person from the SENCo, Designated Teacher if he/she is a Looked-After Child, other teachers, parents and carers and the child. <ul style="list-style-type: none"> <li>• Are there other difficulties in the child's life such as bereavement, trauma, bullying or</li> </ul>	

being a young carer?

- Have other concerns been raised?
- Have history and status of hearing/sight been checked?
- Could EAL be impacting on learning?
- What assessments or screenings have been undertaken? (Include the results of the Phonics Screening Check).
- What interventions have been tried and were these tried appropriately (see Intervention Template below)

Further information available from:

Classroom investigations following the Phonics Screening Check:

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-phonics-screening-check-supporting-the-learner-with-dyslexia-spld.1354721413.pdf>

Modules on Assessing Reading, Writing, Spelling and Maths:

<http://framework.thedyslexia-spldtrust.org.uk/resources/leadership-and-inclusion-tdalambioe-materials>

Other information about the child:

Using concepts of person-centred planning, gather information about the young person from the SENCo, Designated Teacher if he/she is a Looked-After Child, other teachers, parents and carers and the child.

- Are there other difficulties in the child's life such as bereavement, trauma, bullying or being a young carer?
- Have other concerns been raised?
- Have history and status of hearing/sight been checked?
- Could EAL be impacting on learning?
- What assessments or screenings have been undertaken? (Include the results of the Phonics Screening Check).
- What interventions have been tried and were these tried appropriately (see Intervention Template below)

Further information available from:

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Modules on Assessing Reading, Writing, Spelling and Maths:

<http://framework.thedyslexia-spldtrust.org.uk/resources/leadership-and-inclusion-tdalambioe-materials>

Does your school use a Screening Tool? If so, what were the results?

Further information available from:

<http://www.bdadyslexia.org.uk/about-dyslexia/schools-colleges-and-universities/sreening-and-assessments.html>

Having gone through these steps, do you recommend a targeted intervention?

Further information available from:

<p>Interventions for Literacy:  <a href="http://www.interventionsforliteracy.org.uk/schools/choosing-an-intervention-for-pupils-with-literacy-difficulties-and-or-dyslexia/">http://www.interventionsforliteracy.org.uk/schools/choosing-an-intervention-for-pupils-with-literacy-difficulties-and-or-dyslexia/</a></p> <p>To download book:  <a href="http://www.interventionsforliteracy.org.uk/references/">http://www.interventionsforliteracy.org.uk/references/</a></p>
<p>Any other notes:</p>

## Tier 2 – The Targeted Intervention Template:

<p>Targeted Intervention selected plus reasons for selection:</p> <p>Other considerations:</p> <ul style="list-style-type: none"> <li>• Is there an evidence-base to support choice of intervention?</li> <li>• What skills are to be addressed?</li> <li>• How long should the intervention be in place?</li> <li>• How will progress be measured?</li> <li>• What is the expected progress of the child?</li> <li>• Who will carry out the intervention?</li> <li>• Does the teacher or TA have the necessary training to carry out the intervention effectively?</li> <li>• Where and when will the intervention be carried out?</li> <li>• How will missed curriculum areas be covered?</li> <li>• How will the child's potential tiredness be managed?</li> </ul>
<p>Record of Intervention (to be completed after each session):</p> <p>Date:</p> <p>Time:</p> <p>Place:</p> <p>By whom:</p> <p>Progress made:</p> <p>Other comments</p>
<p>At the end of the Intervention:</p> <p>Was the expected progress made?</p>

<p>How was this measured?</p> <p>Was the Intervention delivered with fidelity (see questions above)?</p>
<p>If expected and satisfactory progress was made, return to the Flow Chart. Is another intervention required?</p> <p>If the intervention was appropriately delivered and satisfactory progress was not made and the concerns remain, the child must be signposted to further specialist assessment.</p>
<p>Additional notes</p>

### **Tier 3 – Specialist Assessment and Support**

<p>Has a 'Team around the Child' meeting or equivalent been held?</p> <p>Action points:</p>
<p>What procedures does the school follow in respect of the Local Offer?</p> <p>Who will initiate the next steps and monitor the outcomes?</p> <p>Who is the key contact?</p> <p>When will progress be measured and the support reassessed in conjunction with the requirements of the Code of Practice and EHC plan (if applicable)?</p>
<p>Further information:</p> <p>Trust Offer:  <a href="http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/trust-offer-to-schools-and-pathfinders.1340719863.pdf">http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/trust-offer-to-schools-and-pathfinders.1340719863.pdf</a></p> <p>Link to School Guidance for SEN Reforms  <a href="http://www.thedyslexia-spldtrust.org.uk/4/resources/2/for-schools-and-local-authorities/279/online-guidance-on-the-sen-reforms/">http://www.thedyslexia-spldtrust.org.uk/4/resources/2/for-schools-and-local-authorities/279/online-guidance-on-the-sen-reforms/</a></p>

# **Inclusion Development Programme - School IDP Action Plan** **Dyslexia**

	Activity	Staff involved, organisation, time	Resources from IDP
	:		

**Success criteria:**

Monitoring Strategies

**Monitoring by:**

**Time needed:**