**Bradford Children’s Services**

**Policy on Dyslexia**

**1. Aim**

The aim of this policy is to promote a district wide understanding of dyslexia in terms of identification, assessment and intervention.

**2. Introduction**

Dyslexia is a specific learning difficulty particularly affecting literacy development. This is thought to be linked to auditory memory, phonological awareness and processing difficulties. Individuals with dyslexia can also experience difficulties with mathematics, memory, time perception, organisation and sequencing skills to varying degrees. Dyslexia can occur at any level of intellectual development but is typified by a inconsistencies between a student’s literacy attainment and their general ability.

Dyslexia is recognised under the Disability Discrimination Act in 1995 and is specifically mentioned in the Equality Act (2010). This means that educational and workplace settings have a duty to make reasonable adjustments to ensure that those affected by dyslexia are not disadvantaged compared to their peers. Dyslexia is recognised as a Special Educational Need (SEN) and is mentioned as an example in the 2014 Code of Practice.

It is important to note that not all pupils who display low literacy have dyslexia, as this may be due to a range of causes, including: low attendance, general learning difficulties, language disorder, English as an additional language, poor teaching methods, sensory processing difficulties, social, emotional and behavioural difficulties, engagement and motivation. As such, it is necessary to rule out other causes before a diagnosis of dyslexia is given. The characteristics of dyslexia may overlap with those of other specific learning difficulties, e.g. dyspraxia. It is also important to bear in mind that learners may have more than one of these conditions; known as co-morbidity.

**3. A Working Definition of Dyslexia**

For the purposes of this policy, the British Psychological Society’s working definition of dyslexia will be adopted, emphasising the need for a staged assessment process:

*‘Dyslexia is evident when accurate and fluent word reading and/or spelling*

*develops very 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 of a staged*

*process of assessment through teaching.’ (BPS,1999)*

(DECP (1999) Dyslexia, Literacy and Psychological Assessment. Report by the Working Party. British Psychological Society, Leicester)

In addition, the following guidelines, proposed by the Rose Report (Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties, 2009) are adopted:

* 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.

**4. Assessment**

The primary purpose of assessment is to identify needs and appropriate support and intervention to target these needs. Screening tests and checklists can be a useful first step to indicate whether a pupil shows characteristics of dyslexia (see Appendix 2 for examples of checklists provided by the Dyslexia Association).

The Specific Learning Difficulties Range Model uses the terms mild through to severe to describe the degree to which a child or young person is affected by dyslexia. Using the descriptors in the Range Model, a decision should be made as to the severity of the child’s difficulties and the response required.

Once the child or young person’s range is identified, settings should then put in place Range 1 – 3 interventions to support identified needs. Pupil progress over time and in response to specific interventions should be evidenced and evaluated over an extended period of time (at least two terms). It is expected that:

* Teachers should appropriately differentiate to enable pupils with characteristics of dyslexia to access the curriculum;
* Pupils with difficulties on the dyslexic continuum should be monitored and supported appropriately using IEPs or equivalent where necessary;
* Schools and settings should provide appropriate Range 1 – 2 provision on a frequent regular basis using, where possible, evidence based interventions (see Appendix 3). Schools and settings should also work in partnership with parents/carers.
* Schools and settings should provide further intensive Range 3 provision for children and young people whose difficulties persist.
* Teaching methods and interventions should include structured, systematic and multisensory approaches and should be monitored and evaluated continuously.

In cases where pupils are not making expected levels of progress despite this intervention, schools and settings can request assessment or specialist intervention from the Educational Psychology Team (EPT) or Cognition and Learning Team (CLT).

Further standardised assessments and diagnostic tests can contribute a more detailed picture of the child or young person’s areas of strength and needs. These assessments should not stand alone, but should be considered together with information about an individual’s history of learning, past support and intervention, including information from the parent and the pupil. The EPT / CLT will work with the pupil and school staff to offer support and advice to aid the school in meeting the pupil’s needs and raising attainment. Where there are a number of pupils who meet the criteria, requests for group interventions can also be made. Specialist assessment will include:

* ***Collecting background Information:***  Classroom observations, together with discussions with teachers and parents, can provide useful information about the pupil’s listening skills, motivation, independent learning skills, social skills and peer relationships. It is also helpful to gather information about other aspects of functioning, including: confidence and motivation as a learner, achievements and areas of strength. The following information will be requested from school:
  + Attainment levels (past and present to look at progress)
  + History of intervention and impact
  + IEPs or equivalent
  + Examples of the pupil’s work
  + Other factors which affect learning, such as attendance, access to school, socio-emotional, motor difficulties or medical needs
  + Family history of specific learning difficulties
* ***Individual work with the pupil:***One or more of the following assessments will be undertaken:
  + A standardised assessment of word reading, (e.g. WIAT II, BAS III, WRAT IV)
  + Assessment of verbal processing speed (i.e. reading speed), (e.g. WIAT II, CTOPP 2, Phonological Assessment Battery (PhAB) )
  + A standardised test of spelling ability, ( e.g. WIAT II, BAS III, WRAT IV)
  + A standardised assessment of phonological awareness, (e.g. PhAB)
  + Assessment of auditory and visual memory, (e.g. WISC IV, BAS III, CTOPP 2, AWMA, TOMAL)
  + Assessment of reading comprehension ( eg YARC)
  + Informal analysis of strategies used by the pupil to manage their difficulties and identification of strengths

If the results of the specialist assessment indicate that a pupil has dyslexia, a careful explanation should be given to the child / young person and their family. This should convey the nature of dyslexia and how it might impact on the child or young person’s education. This should be done in a way that reinforces high expectations and focuses on intervention and management strategies.

In cases where assessment suggests that the child or young person meets the criteria for Range 4, a request for an Education Health and Care Plan should be made.

**5. Intervention and Support**

Support for pupils with dyslexia should be consistent with the Bradford’s Range Model guidance (see Appendix 1). It is important that any interventions put in place are, where possible, evidence based and delivered in line with the publisher’s recommendations to ensure programme fidelity. All interventions should be regularly implemented and progress monitored over time for improvement. This monitoring may then lead to further adaptation. Examples of evidence based programmes can be found in Appendix 3.

**Appendix 1 - Specific Learning Difficulties (Dyslexia) Guidance**

|  |  |
| --- | --- |
| **Range Descriptors Overview** | |
| **Range One** | * Evidence of some difficulties in acquisition of literacy which may or may not match definition of dyslexia outlined in Bradford Dyslexia Policy; * Phonics screener in Y1 indicates difficulties with phonics development * Literacy and/or numeracy skills may not be in line with general ability. |
| **Range Two** | * The pupil will have **mild** but **persistent** difficulties in aspects of literacy. * Poor progress in literacy despite regular attendance, appropriate Range 1 interventions and quality teaching (i.e. meets definition outlined in dyslexia policy). * An unusual pattern of strengths and weaknesses is likely to be present. * There is a disparity between literacy skills and underlying cognitive ability. * Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom. * Self esteem and motivation maybe an issue. * There may be a diagnosis of **mild** SpLD or the pupil may be referred to as having characteristics or traits of a SpLD. |
| **Range Three** | * The pupil will continue to have **moderate** and **persistent** difficulties with literacy despite regular attendance, Range 2 focused intervention and quality teaching. * There is a noticeable disparity between literacy skills and underlying cognitive ability. It should be noted that this may include a pupil who is attaining within an age appropriate range but significantly below their cognitive ability. * Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing. * The difficulty will affect access to curriculum and specialist support and arrangements will be required. This is likely to include assistive technology. * There may be issues regarding self esteem, motivation and behaviour * A diagnosis of **moderate** SpLD may be in place or should be sought. |
| **Range Four (1)** | * The pupil will have **severe** and **persistent** difficulties with literacy, despite regular attendance and high quality Range 3 intervention and quality teaching. * There is a great disparity between literacy skills and underlying cognitive ability. * Key literacy and/or numeracy skills are well below functional levels for child’s year group – the pupil cannot access text or record independently. * The pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum. * The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. High levels of support are required which include assistive technology. * Social skills and behaviour may be affected and issues of self esteem and motivation are likely to be present * Diagnosis of **severe** dyslexia has been made. Difficulties are likely to overlap more than one area |
| **Range Four (2)** | As Range 4(1) plus:   * Difficulties are so severe that specialist daily teaching in literacy and numeracy is required * The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting |

|  |  |  |
| --- | --- | --- |
| **Range 1 - School based responses** | | |
| **Descriptor** | * Evidence of some difficulties in acquisition of literacy which may or may not match definition of dyslexia outlined in Bradford Dyslexia Policy; * Phonics screener in Y1 indicates difficulties with phonics development * Literacy and/or numeracy skills may not be in line with general ability. | |
| **Assessment**  **& Planning** | **Assessment**   * Normal Classroom assessment; * Y1 phonics screener * In addition the teacher will also carry out the LD baseline and discuss next steps with the SENCO. * As appropriate, screen for Irlen’s (coloured overlays), Dyslexia, Tools you might use: GL Assessment online screeners, Lucid, Dyslexia Screening Test.   **Planning**   * Normal curriculum plans to include QFT strategies and adjustments to activities to remove any barriers difficulties may present (see ten top tips for pupils with SpLd on BSO). * Time-table any one-to-one intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention). * Monitor effectiveness interventions ensuring clear entry and exit points. * Parents and children involved in monitoring and supporting their targets. | |
| **Groupings for teaching** | * Mainstream class with flexible grouping arrangements. * Additional reading / paired reading * Opportunities for small group work based on identified need e.g. reading, spelling * Opportunities for generic type one-to-one interventions aimed at addressing gaps –CatchUp Literacy, 20-20 Literacy. Any intervention should have clear entry and exit criteria | |
| **Human resources & staffing** | * Main provision by class/subject teacher. * Additional adults routinely used to support flexible groupings, differentiation. * Where appropriate provide 1:1 intervention 1 – 2 times per week x 20 minutes, over 2 terms. | |
| **Curriculum and Teaching Methods** | * Dyslexia friendly school strategies and IDP strategies fully embedded in classroom environment / practice. * Full inclusion within the curriculum through use of differentiation and small group support. Delivery will incorporate highly multi-sensory strategies and be broken down into accessible steps. * Activities planned through QFT with emphasis on concrete/experiential learning and using visual supports. * Activities and materials differentiated to address area(s) of weakness. For example, reading materials should be content and reading age appropriate and supported by visual aids; support to address writing difficulties; tools to aid organisation and completion of tasks/daily activities. * Cursive handwriting should be introduced as part of a multi-sensory approach. | |
| **Resources and Intervention Strategies** | **School**   * CPD for Teaching Staff in using Nasen ToolKits/IDP/LA Programmes * Materials to support reading, writing, organisational and attentional difficulties: e.g. task plans; visual timetables; key points on desk cards, vocab; visual aids; adapted writing frames with word and sentence support; Clicker 6 * Possible literacy Interventions: Alphabet Arc, 20-20 Reading, Lexia, CatchUp Literacy, FFT, Lifeboats, Beat Dyslexia, Reading Recovery, Read/Write Inc – Fresh Start, Spelling Programme etc. | **Local Authority**   * Rolling programme of training to LAPS or groups of schools will be available, for details refer to BSO * Dyslexia Friendly Schools Advice on BSO * LD Baseline and Toolbox of Ideas on BSO * QFT Ten Top Tips on BSO |

|  |  |  |
| --- | --- | --- |
| **Range 2 - School based responses** | | |
| **Descriptor** | * The pupil will have **mild** but **persistent** difficulties in aspects of literacy. * Poor progress in literacy despite regular attendance, appropriate Range 1 interventions and quality teaching (i.e. meets definition of dyslexia outlined in Bradford Dyslexia Policy ). * An unusual pattern of strengths and weaknesses is likely to be present. * There is a disparity between literacy skills and underlying ability. * Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom. * Self esteem and motivation maybe an issue. * There may be a diagnosis of **mild** SpLD or the pupil may be referred to as having characteristics or traits of a SpLD. | |
| **Assessment**  **& Planning** | **SCHOOL**  As Range 1 plus  **Assessment**   * SENCO **will use** screening tools to establish a profile of the pupils strengths and needs. This will inform areas for intervention and adjustments/ arrangements required for access to the curriculum and exams.   **Planning**   * Teaching plans clearly show adjustments made for individual pupil to access the curriculum. This should include planning for additional adults supporting the pupil within the classroom. * SENCO to oversee planning of a personalised multi-sensory intervention. This should be time-tabled and a private area made available. * Regular monitoring and reviewing of interventions so they can be adapted accordingly – this should take place termly. | **Local Authority**  As Range 1 plus   * Training available on a rolling programme to support schools in identifying and planning for children with dyslexia: * Dyslexia Awareness and Identification. * SENCO induction course * HTLA course: Delivering an intervention for pupils with Dyslexia |
| **Groupings for teaching** | As Range 1 provision **plus**   * 1:1 specific multisensory, cumulative, structured programmes to support the acquisition of literacy (at least 3 times 30 minutes sessions per week). * Ensure opportunities for mixed groupings as pupil’s cognitive ability is likely to be higher than their literacy skills might indicate. | |
| **Human resources & staffing** | As Range 1 provision **plus**   * Trained staff to deliver 1:1 programme for at least 30 minutes, 3 times weekly. * Additional adult**, under the direction of teacher,** provides sustained targeted support on an individual/group basis. | |
| **Curriculum and Teaching Methods** | As Range 1 provision **plus**   * Differentiated curriculum with modifications that include alternative methods to record and access text. This will include ICT as appropriate e.g. word prediction, text-to-speech. | |
| **Resources and Intervention Strategies** | As Range 1 provision **plus**   * Assistive Technology to support reading and writing difficulties: Text-Help Read/Write Gold, Write Online, Clicker 6, PenFriend, mind-mapping software, iPads. | |

|  |  |  |
| --- | --- | --- |
| **Range 3 - School based responses** | | |
| **Descriptor** | * The pupil will continue to have **moderate** and **persistent** difficulties with literacy despite regular attendance, Range 2 focused intervention and quality teaching (i.e. meets definition of dyslexia outlined in Bradford Dyslexia Policy). * There is a noticeable disparity between literacy skills and underlying ability. It should be noted that this may include a pupil who is attaining within an age appropriate range but significantly below their cognitive ability. * Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing. * The difficulty will affect access to curriculum and specialist support and arrangements will be required. This is likely to include assistive technology. * There may be issues regarding self esteem, motivation and behaviour * A diagnosis of **moderate** SpLD may be in place or should be sought. | |
| **Assessment**  **& Planning** | **SCHOOL**  As Range 2 provision **plus**  **Assessment**   * Progress is closely monitored by school tracker/IEP/provision mapping/CASPA. * As part of the graduated approach reviews should provide evidence of need and progress to inform possible EHC plan. * Appropriate assessment for exam access arrangements.   **Planning**   * SENCO/class teacher to take advice from specialist teacher other professionals as appropriate * Targets are multi-sensory, individualised, short term and specific. * Regular communication with parents. | **Local Authority**  **Assessment**  **If, after the school has demonstrated the use of support and assessment as outlined previously, with clearly documented provision, progress is not at the expected level, a discussion will be had with the SENCo and parents to decide next steps which may include ;**   * Full diagnostic assessment and report by specialist Teacher who is a qualified assessor and teacher of pupils with SpLD (Dyslexia) or Educational Psychologist (EP) * SEN ICT assessment if deemed appropriate.   **Planning**   * Support to develop individual personalised programme (programme part of report). * Advice for class teacher to support class planning (in report). * Meeting with parents and class teacher to discuss the report and advice. |
| **Groupings for teaching** | As Range 2 provision **plus**   * Daily 1:1 intervention following specialist advice at least 30 minutes **per day**. * 1:1 mentor support |  |
| **Human resources & staffing** | As Range 2 provision **plus**   * Staff to create modified resources. * Trained specialist to deliver specialist programme as advised by specialist teacher or EP | * Specialist teacher or EP to carry out assessment, write report |
| **Curriculum and Teaching**  **Methods** | As Range 2 provision **plus**   * Tasks and presentation of curriculum are increasingly individualised and modified * No copying from the board |  |
| **Resources and Intervention Strategies** | As Range 2 provision **plus**  Resources as recommended by specialist teacher |  |

|  |  |  |
| --- | --- | --- |
| **Range 4 Band 1** | | |
| **Descriptor** | * The pupil will have **severe** and **persistent** difficulties with literacy despite regular attendance and high quality Range 3 intervention and quality teaching. (i.e. meets definition of dyslexia outlined in Bradford Dyslexia Policy ). * There is a large disparity between literacy skills and underlying ability. * Key literacy skills are well below functional levels for child’s year group – the pupil cannot access text or record independently. * The pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum. * The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. High levels of support are required which include assistive technology. * Social skills and behaviour may be affected and issues of self esteem and motivation are likely to be present * Diagnosis of **severe** dyslexia has been made. Difficulties are likely to overlap more than one area | |
| **Assessment**  **& Planning** | **SCHOOL**  As Range 3 provision **plus**  **Assessment**   * EHCP plan is in place   **Planning**   * Curriculum plans, classroom support and interventions are planned in accordance with the EHCP. | **Local Authority**   * Funding for up to 10 hours per year of specialist teacher advice and support. This will include: * Monitoring and reviewing of progress * Advice on provision * Support to deliver specialist teaching programmes |
| **Groupings for teaching** | * Daily 1:1 cumulative multi-sensory intervention to address core difficulties will be in place. * Small group and 1:1 support available in the classroom as appropriate. | |
| **Human resources & staffing** | * **Main provision** by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. * Additional trained adult, **under the direction of the class teacher,** supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. * Specialist trained member of staff to deliver intervention programme | * Up to 10 hours per year from a specialist teacher available if required |
| **Curriculum and Teaching Methods** | * Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard. * Teaching and activities are adapted to reduce the impact of processing difficulties, e.g. working memory, processing speed. * Access arrangements and adjustments are part of everyday learning and practice. | * Specialist teacher to advise and train key staff on teaching methods as appropriate. * Specialist courses available for teachers and TA’s providing training on teaching and supporting pupils with dyslexia. |
| **Resources and Intervention Strategies** | * As Range 3 * Access to assistive technology **must** be made available as appropriate to the pupil’s needs. e.g. Clicker 6, TextHelp Read/Write, Penfriend, audio recording devices | * Training available on the use of assistive technology |

|  |  |  |
| --- | --- | --- |
| **Range 4 Band 2** | | |
| **Descriptor** | As Range 4(1) plus:   * Difficulties are so severe that specialist daily teaching in literacy is required * The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting | |
| **Assessment**  **& Planning** | **SCHOOL**  As Range 3 provision **plus**  **Assessment**   * EHCP plan is in place   **Planning**   * Curriculum plans, classroom support and interventions are planned in accordance with the EHCP. | **LOCAL AUTHORITY**  **Local Authority**   * Funding for up to 5 hours per week of specialist teacher advice and support. This will include: * Direct teaching using an evidence based programme * Use of assistive techniology * Support to deliver specialist teaching programmes * Monitoring and reviewing of progress * Advice on provision |
| **Groupings for teaching** | * Small group provision lead by specialist teacher and specialist support staff * One-to-one support as appropriate. | |
| **Human resources & staffing** | * **Main provision** by class/subject teacher with some training in teaching pupils with SpLD. * Additional support from SENCO and advice from education and non-education professional as appropriate. * Additional trained adult, **under the direction of the class teacher,** supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. | * Funding for up to 40 hours per year from a specialist teacher. * Specialist courses available for teachers and TA’s providing training on teaching and supporting pupils with dyslexia and SpLD |
| **Curriculum and Teaching Methods** | * Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard. * Teaching and activities are adapted to reduce the impact of processing difficulties, e.g. working memory, processing speed. * Access arrangements and adjustments are part of everyday learning and practice. | * Specialist teacher to advise and train key staff on teaching methods as appropriate. |
| **Resources and Intervention Strategies** | * A range 3 * Access to assistive technology **must** be made available as appropriate to the pupil’s needs. e.g. Clicker 6, TextHelp Read/Write, Penfriend, audio recording devices | * Training available on the use of assistive technology |

**Appendix 2a: Indications of Dyslexia in Primary School (BDA website)**

We have all come across the situation: A child who is struggling with spelling, writing or reading, or perhaps numeracy. A child who does not progress as quickly as his/her classmates – or worse, does not seem to progress at all. And yet there are obvious inconsistencies; the child clearly has areas of ability as well as weaknesses.

You think the child will improve in time – but you see no change. Then someone mentions dyslexia and you start to wonder. But you tell yourself that children often get over such early difficulties and you hope for the best. Yet you still feel uneasy. This child is different.

So how do you tell if a child may be dyslexic? There are some obvious signs, if you know what to look for. But not all children have the same cluster of abilities or difficulties.

Look out for the following areas of weaknesses which will appear alongside abilities, which may be in areas of creativity or in highly developed verbal skills:

**General**

* Speed of processing: spoken and/or written language slow
* Poor concentration
* Has difficulty following instructions
* Forgetful of words

**Written Work**

* Has a poor standard of written work compared with oral ability
* Produces messy work with many crossings out and words tried several times, e.g. wippe, wype, wiep, wipe
* Is persistently confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w
* Has poor handwriting with many ‘reversals’ and badly formed letters
* Spells a word several different ways in one piece of writing
* Makes anagrams of words, e.g. tired for tried, breaded for bearded
* Produces badly set-out written work, doesn’t stay close to the margin
* Has poor pencil grip
* Produces phonetic and bizarre spelling: not age/ability appropriate
* Uses unusual sequencing of letters or words

**Reading**

* Makes poor reading progress, especially using look and say methods
* Finds it difficult to blend letters together
* Has difficulty in establishing syllable division or knowing the beginnings and endings of words
* Pronunciation of words unusual
* No expression in reading, comprehension poor
* Is hesitant and laboured in reading, especially when reading aloud
* Misses out words when reading, or adds extra words
* Fails to recognise familiar words
* Loses the point of a story being read or written
* Has difficulty in picking out the most important points from a passage

**Numeracy**

* Shows confusion with number order, e.g. units, tens, hundreds
* Is confused by symbols such as + and x signs
* Has difficulty remembering anything in a sequential order, e.g. tables, days of the week, the alphabet

**Time**

* Has difficulty in learning to tell the time
* Shows poor time keeping and general awareness
* Has poor personal organisation
* Has difficulty remembering what day of the week it is, their birth date, seasons of the year, months of the year
* Difficulty with concepts – yesterday, today, tomorrow

**Skills**

* Has poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil
* Has a limited understanding of non verbal communication
* Is confused by the difference between left and right, up and down, east and west
* Has indeterminate hand preference
* Performs unevenly from day to day

**Behaviour**

* Employs work avoidance tactics, such as sharpening pencils and looking for books
* Seems to ‘dream’, does not seem to listen
* Is easily distracted
* Is the class clown or is disruptive or withdrawn (these are often cries for help)
* Is excessively tired due to amount of concentration and effort required

**A child who has a cluster of these difficulties together with some abilities may be dyslexic.**

**Appendix 2b: Indications of Dyslexia in Secondary School / FE**

**(BDA website)**

We have all come across the situation: A young person struggling with aspects of reading, writing, spelling and perhaps numeracy; The learner who is struggling, despite clear ability in specific aspects of the curriculum. For some there may be slight improvement in time, but for many there will not. Your experience tells you that there is something different about this learner, that he/she needs specific support for learning in order to meet obvious potential. Normal provision is not helping. So, what is their problem? Who can help? How do you know whether or not a particular adolescent may be dyslexic? What should you look for?

Dyslexia is a combination of abilities as well as difficulties. It is the disparity between them that is often the give-away clue: The person who, despite certain areas of difficulty, may still be creative, artistic, sporting or orally very able and knowledgeable. However, alongside these abilities, will be a cluster of difficulties - individual for each person.

**Written work**

* Has a poor standard of written work compared with oral ability
* Has poor handwriting with badly formed letters
* Has neat handwriting, but writes very slowly indeed
* Produces badly set out or messily written work, with spellings crossed out several times
* Spells the same word differently in one piece of work
* Has difficulty with punctuation and/or grammar
* Confuses upper and lower case letters
* Writes a great deal but 'loses the thread'
* Writes very little, but to the point
* Has difficulty taking notes in lectures
* Difficulty with organisation of homework
* Finds tasks difficult to complete on time
* Appears to know more than can be committed to paper

**Reading**

* Is hesitant and laboured, especially when reading aloud
* Omits, repeats or adds extra words
* Reads at a reasonable rate, but has a low level of comprehension
* Fails to recognise familiar words
* Misses a line or repeats the same line twice
* Loses his place - or uses a finger or marker to keep the place
* Has difficulty in pin-pointing the main idea in a passage
* Finds difficulty with dictionaries, directories, encyclopaedias

**Numeracy**

* Finds difficulty remembering tables and/or basic number sets
* Finds sequencing problematic
* Confuses signs such as x for +
* Can think at a high level in mathematics, but needs a calculator for simple calculations
* Misreads questions that include words
* Finds mental arithmetic at speed very difficult
* Finds memorising formulae difficult

**Other areas**

* Confuses direction - left/right
* Has difficulty in learning foreign languages
* Has indeterminate hand preference
* Has difficulty in finding the name for an object
* Has clear processing problems at speed
* Misunderstands complicated questions
* Finds holding a list of instructions in memory difficult, although can perform all tasks when told individually

**Behaviour**

* Is disorganised or forgetful e.g. over sports equipment, lessons, homework, appointments
* Is immature and/or clumsy
* Has difficulty relating to others: is unable to 'read' body language
* Is often in the wrong place at the wrong time
* Is excessively tired, due to the amount of concentration and effort required

**If you see a cluster of difficulties together with abilities in specific areas, the young person may be dyslexic.**

**Appendix 3 – Examples of Evidence based programmes (grid)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Range 1 | Range 2 | Range 3 | Range 4 |
| Key Stage | Once or twice a week | At least 3 times 30 mins one-to-one | Daily one-to-one ( at least 30 mins per day) | Daily 1:1 (delivered by specialist trained member of staff |
| Key Stage 1 | Alphabet ARC  20/20 Reading or CatchUp Literacy, Better Reading,  Lexia,  Read/Write Inc.  NLS Booster programme | As range 1 +  Programmes such as: Fischer Family Trust | Bespoke 1:1 Specific Multi-Sensory Cumulative structured programme such as Reading Recovery (delivered by Reading Recovery Teacher) | It is unlikely a child of this age would be identified as having specific learning difficulties at this range because of their age and maturity. However, if it was the case the pupil would require a highly specialised programme with input from a specialist teacher. |
| Key Stage 2 | Alphabet Arc, 20/20 or CatchUp Literacy, Better Reading, Lexia, WordShark, Nessy Reading and Spelling.  Read/Write Inc. Fresh-Start  The NLS booster programmes: Additional literacy Support ‘The Quest’ and Further Literacy Support  Further Literacy Support (FLS) | As range 1 +  1:1 Specific Multi-Sensory Cumulative structured programme e.g.  Launch the Lifeboat Read and Spell  Alpha to Omega  Beat Dyslexia  Units of Sound | Bespoke 1:1 Specific Multi-Sensory Cumulative structured programme  e.g. Programmes based on:   1. The Hickey Multi-Sensory Language Course 2. Teaching Literacy to Learners with Dyslexia: A Multi-Sensory Approach Kathleen Kelly and Sylvia Phillips 3. Cognition and Learning Team Multi-Sensory Literacy Course | Bespoke 1:1 Specific Multi-Sensory Cumulative structured programme  e.g. Programmes based on:   1. The Hickey Multi-Sensory Language Course 2. Teaching Literacy to Learners with Dyslexia: A Multi-Sensory Approach Kathleen Kelly and Sylvia Phillips 3. Cognition and Learning Team Multi-Sensory Literacy Course |
| Key Stage 3 | Alphabet Arc, 20/20 or CatchUp Literacy, Better Reading, Lexia,  Read/Write Inc. Fresh-Start, Dockside  NLS booster programme – Literacy Progress Units | As above | As above | As Above |
| Key Stage 4 | As Above  NLS Booster Programme : Study Plus | As above | As Above | As Above |