



Services for Children and Young People in Buckinghamshire

Buckinghamshire Guidance for Schools on Dyslexia

September 2009

Introduction

The Working Group was convened following a request from the SEN Team for clearer guidance regarding the severity and persistence of children's literacy difficulties in order to help the Formal Assessment Panel (FAP) when making decisions about whether to undertake an assessment under the Education Act 1996. At the same time, the Working Group has updated and amended the guidance to reflect the recent publication of Sir Jim Rose's report and the Inclusion Development Programme.

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Acknowledgements

With appreciation to the following for their comments and contribution to the development of the May 2006 Guidance.

Dyslexia Working Party (Educational Psychology, Specialist Teaching Service and School Improvement Service)

South Buckinghamshire Dyslexia Association

British Dyslexia Association

Buckingham School

Chalfont St Peter C of E School

Chesham Park Community College

Curzon School

Dr Challoners High School

Great Missenden C of E School

Royal Grammar School

St Bernard's RC School

Stony Dean School

The Disraeli School

The Meadows School

The Beaconsfield School

The Royal Latin School

Turnfurlong Junior School

William Harding Combined School

Buckinghamshire Guidance on Dyslexia

This guidance has been written to provide support to teachers in schools on including children with dyslexia. It is published so that parents as well schools are aware of the guidance.

Definition

Buckinghamshire County Council uses the following definitions of dyslexia:

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty, despite appropriate learning opportunities – that is, learning opportunities that are effective for the great majority of children.

British Psychological Society, 1999

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.*

“Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties”
Sir Jim Rose, June 2009.

Within the range of ability commonly encountered, global cognitive impairments will not be seen as explaining reading difficulties; children with generalised learning difficulties who meet the definition above will be understood to be dyslexic.

Broad-based cognitive assessment can assist in identifying patterns of strength and difficulty that may be relevant to planning support for a child; but no specific pattern of test scores can be regarded as adequate to identify dyslexia.

Identification

This guidance on identification is intended to help all teachers in schools. Guidance on the role of external agencies and independent professionals is given later on in this document and in the Buckinghamshire SEN Guidance for Schools.

- Consider whether English as an Additional Language is a compounding factor (i.e. less than 5 years use of English in school).
- Check that the pupil has had access to appropriate teaching and learning opportunities e.g. there were no behavioural or attendance issues which have prevented curriculum access.
- Consider possible emotional barriers to literacy learning.
- Look for evidence of **severe** and **persistent** difficulty (in practice a Chronological Age: Test Age discrepancy, on a reliable single word reading and/or spelling test, where CA exceeds TA). Judgement of severity is a professional task for the practitioner, and needs to take account of the learner's;
 - age
 - learning opportunities and context
 - prior attainment
 - learning style and temperament
 - confidence and self esteem.

Fluency needs to be assessed, alongside absolute reading/spelling ability.

How do we go about this in school?

Dyslexia and EAL	Use of Bucks SEN/EAL diagnostic materials. SEN or EAL Guidance for Buckinghamshire Schools. May 2006. Available on the Grid for Learning.
Attendance	Usual school records of attendance. Where attendance is poor, use this information to ask questions about the possible reasons for this.
Severe and persistent difficulty	Details of suggested tests that can be administered by teachers are in the reference section (Appendix D).

Emotional barriers to learning	Have evidence of child's attitude to learning and reading. This can be informal notes, a reading interview (such as that used in the Catch Up reading programme) or the Reading Self-Concept Scale (NFER – details in the Reference section, Appendix D).
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A good indication of the severity of a child's dyslexic difficulties can be gained by examining their responses to intervention as part of a graduated approach.

The Graduated Approach

Children with dyslexia may need to be identified as working at either School Action or School Action Plus. It is quite possible that schools will have children with dyslexia working across the range of the graduated approach. The table below brings together the guidance and terminology from the Code of Practice and the three levels of identification and assessment outlined in the independent report on dyslexia by Sir Jim Rose (June 2009).

Normal Differentiation Wave 1 Quality First Teaching (1) Monitor Progress	When teachers notice individual differences and adjust their teaching. Use of classroom strategies to support a child with their learning, particularly those highlighted in the Inclusion Development Programme (IDP). Parents or carers should be alerted to concerns.
School Action Wave 2 & 3 (2) Skills Assessment	Where some additional or different provision is required for 'catch up' to be made. This may be the following of a specialised SEN programme supported by a teaching assistant for up to 5 hours per week at School Action. Children's responses to more systematic and repetitive teaching approaches should be closely monitored to examine their approaches to learning and acquisition of literacy skills. Parents or carers must be kept informed and should be involved in discussions about the child's difficulties and reviews of progress.
School Action Plus Wave 3 (3) Comprehensive Assessment	In addition to School Action, advice and support from an external agency is sought and ongoing. This may be a specialist teacher from the Cognition & Learning Team or another suitably qualified professional. Where the child's needs are more complex, severe and persistent, there may also be the involvement of an educational psychologist. Further assessments examine more closely the child's individual strengths and difficulties. Parent's views should be sought and they should be kept fully informed.

Statement of SEN	Resources (funding) have been delegated to schools. Should a statement of SEN for dyslexia be issued by the Local Authority, schools will be expected to make provision out of the delegated funding. Please see Appendix A for guidelines on statutory assessment.
Monitoring the impact of Interventions	The three levels of identification and assessment are focused on (a) those children who require additional support and (b) assessing children's strengths and difficulties to plan that support. However, it is also important that the impact of support and any adaptations to teaching are monitored and fed back into further assessment.

Further advice on programmes/interventions of use can be found at www.bucksgfl.org.uk/sen - SEN Essentials - School Action/Action Plus Guidance.

For a more detailed outline of the three levels of identification and assessment for literacy and dyslexic difficulties, please refer to Chapter 2: Identifying and Teaching Children and Young People and with Dyslexia and Literacy Difficulties

Sir Jim Rose (DCSF June 2009).

Use of the term 'dyslexia'

The independent report by Sir Jim Rose also proposes that, as part of the graduated approach to identifying and assessing literacy difficulties, the following approach should be used by professionals in describing a child's literacy difficulties as 'dyslexia'.

<p>Normal Differentiation</p> <p>Wave 1</p> <p>Quality First Teaching</p> <p>(Level 1)</p> <p>Monitor Progress</p>	<p>At this stage, it is class teachers who will identify a child's literacy difficulties as they notice individual differences and adjust their teaching.</p> <p>Although they may be aware of the possibility that some children may have dyslexia, they will not declare that a particular child has dyslexia, in the absence of further assessment.</p> <p>If parents or carers raise the question of dyslexia at this stage, class teachers will explain that this possibility will be explored in the light of the child's response to literacy interventions.</p> <p>They will also explain what interventions are being put in place and that, at this stage, no different intervention would result even if a positive identification of dyslexia were to be made.</p>
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<p>School Action</p> <p>Waves 2 & 3</p> <p><i>(Level 2)</i></p> <p>Skills Assessment</p>	<p>The class teacher will involve a more experienced literacy teacher or a specialist teacher and/or the SENCO to assess the child's difficulties and response to intervention.</p> <p>The main purpose of an assessment undertaken at this level is to plan further teaching in the expectation that it will significantly advance the child's progress.</p>
<p>School Action Plus</p> <p>Wave 3</p> <p><i>(Level 3)</i></p> <p>Comprehensive Assessment</p>	<p>Appropriately qualified specialist teachers and other professionals, in consultation with parents and the child's class teacher, would make a decision on whether or not the child has dyslexia. Complex problems such as those associated with co-occurring difficulties and/or emotional and social factors are likely to benefit from the advice of an educational psychologist.</p>

The professionals regarded as 'appropriately qualified' would be those who hold a current Practising Certificate issued by their professional body, which would have to be updated regularly through completion of continuing professional development.

Early Intervention

All schools should be able to identify early on, children who are experiencing difficulties with phonological processing and early word reading/spelling.

Using the National Strategies 'Waves' approach to provision – schools should work towards providing waves of support. The list gives examples of what could be used depending on the age of the child:

Wave 1 – “Quality First Teaching”

- Use of inclusive teaching techniques, particularly those as highlighted in the IDP
- Strengths as well as difficulties are known to all those working with the child
- Variety of learning styles addressed within a lesson
- Multi-sensory teaching strategies
- Various methods of recording encouraged e.g.: mind mapping, ICT
- Structured approach to teaching reading & phonics, perhaps using Letters and Sounds, commercial programmes or other National Literacy Strategy materials
- Structured approach to teaching spelling using the National Literacy Strategy with commercial packages as appropriate
- Study skills support (age appropriate)
- Access to pastoral support for self esteem, confidence and anxiety management

For further advice see Learning and teaching for dyslexic children DVD – DCSF 1184-2005 G – www.standards.dcsf.gov.uk

Wave 2 – booster/catch up interventions

- Early Literacy Support for Year 1 (ELS)
- Additional Literacy Support for Year 3-4 (ALS)
- Further Literacy Support for Year 5 (FLS)
- Literacy Progress Units for Year 7 (LPU)
- Level 2 Foundation units for Year 7
- Writing Challenge/Reading Challenge for Year 7
- English Intervention Strategy for Key Stage 3

Wave 3 – Individual intervention programmes

- Programmes which research has shown make ‘double the rate of expected progress’. Details can be found in Greg Brooks’ research (reference given in Appendix C).
- Examples of programmes trialled and used in Buckinghamshire schools include Toe by Toe, Catch Up, Reading Recovery, Fisher Family Trust, Rapid.

Full references for all of the above resources are given in Appendix C.

In addition schools should be able to provide:

- Skills improvement programmes (as exemplified above in the Waves model) offered on a distributed practice basis (little and often).
- Support for curriculum participation (e.g.: taped materials, modified text, readers, scribes, ICT voice-to-text and text-to-voice) in relation to both reading and writing
- Activities that are motivating and build confidence (e.g.: paired reading)
- Intervention programmes that are monitored and evaluated so that trouble shooting can be undertaken promptly if required e.g.: Precision Monitoring, pre and post intervention assessment.

Access Arrangements and Dyslexia

Identified dyslexic difficulties do not automatically entitle children to access arrangements to be made for National Curriculum assessments or GCSE and A Level examinations. There are different types of access arrangements that are possible for children i.e.: reader, scribe, additional time, use of ICT and as such there are different requirements for each of these.

To access the current year’s access arrangements details please use these documents:

National Curriculum Key Stage 2
<http://www.qca.org.uk> (Assessment & reporting page)

GCSE and A level – www.jcq.org.uk

Dyslexia and the SEN Code of Practice (2001)

Dyslexia is listed in the Code of Practice under Cognition and Learning. Currently, when schools are asked to complete their PLASC data – Pupil Level Annual School Census - they are required to submit the numbers of pupils with SpLD (Specific Learning Difficulties) working at School Action Plus and those with a Statement of Special Educational Need. Children with dyslexia should be recorded on PLASC as an SpLD under Cognition and Learning. For further guidance please see www.teachernet.gov.uk/management/ims/datacollections

Professional Expertise and Development

The Local Authority has a role in making training and information available to schools. In Buckinghamshire we currently:

- a. Provide a range of training opportunities in any academic year, ranging from introductory to accredited levels. Training is advertised to schools via the CPD book at the beginning of each term, on www.bucksgfl.org.uk/sen and through the School Bulletin.
- b. Provide up to date information on best practice for Wave 1, Wave 2 and 3 interventions as it becomes available either from local or national work. Wave 3 information can be viewed at www.bucksgfl.org.uk/sen - SEN Essentials - Wave 3.
- c. Provide a Specialist Teaching Service, one strand of which is available as a 'buy back' service to schools. Teachers employed as part of the 'Buy Back' team are skilled in Cognition and Learning issues and can provide the following range of support to schools:
 - Supporting SENCOs in reviewing screening / identification procedures, by attending meetings with parents, facilitating liaison with other agencies and advising on appropriate deployment of support staff.
 - Supporting class teachers in planning successful learning outcomes for pupils with dyslexia, in producing effective and manageable targets and provision, and through feedback and liaison, on meeting the needs of particular pupils across the curriculum.
 - Training of TAs in the use of particular support strategies / programmes, (including Wave 3 materials), in the effective support of individual pupils where appropriate, in observation / record-

keeping and in general support strategies within the literacy and numeracy sessions.

- Delivering INSET for whole school staff, or identified groups, tailored to suit the school's particular needs.
 - Supporting individual pupils by investigating and providing written feedback / information on their particular learning needs, regular support at SA+ and for pupils with Statements of SEN, attendance at review meetings and advice on suitable resources.
- d. Provide an Educational Psychology Service that offers consultation to all maintained schools in Buckinghamshire, including assessment, advice and training in support of schools' work with pupils who have complex, persistent and significant literacy difficulties. Educational Psychologists undertake professional development to ensure that assessment and intervention are based on best practice.
- e. Provide a Parent Partnership Service and the Parents' Consultative Group which are aware of any developments in the area of dyslexia practice.

Schools are expected to:

- Have undertaken awareness level training which is regularly reviewed in order to keep skills up to date in line with national developments. This could either be through teachers and teaching assistants attending the free introductory and intermediate courses on dyslexia, whole school INSET or Department INSET provided either by a suitably experienced member of staff or an external agency such as the Specialist Teaching Service or Educational Psychology Service.
- Demonstrate evidence of work connected to the IDP or similar materials to ensure Quality First Teaching.
- Have, wherever possible, at least one member of staff who has undertaken further training either at extension or accredited level.

Appendix A

Guidelines for Statutory Assessment of Dyslexia (Specific Learning Difficulties) under the 1996 Education Act.

Most pupils with dyslexia will have their needs met at School Action or School Action Plus. In a small number of cases a Statutory Assessment may be required in order to provide a level of support over and above the amount already provided by the school.

Understanding of a pupil's dyslexic difficulties in line with the adopted working definition requires an assessment of the **severity** and **persistence** of the pupil's difficulty with word/reading and or spelling alongside identification of accompanying difficulties and factors which may contribute to the complexity of the need.

Severity is a measure of the extent of a pupil's learning difficulty.

Only in the most severe cases would the authority consider the need for a Statutory Assessment. Where standardised scores are available for individual word reading or spelling, a standardised score of 70 or below would be considered severe. This would equate to the lowest 2% of pupils i.e. pupils at the 2nd centile or below. The following table could serve as a guide:

Year group/age	NC level Reading/writing	Reading/spelling age*	Approximate Delay
Year 3 / age 8	P8 working towards L1	<5:9	2 years 3 months
Year 4/ age 9	1c or below	<6:6	2 years 6 months
Year 5/ age 10	1b or below	<6:9	3 years 3 months
Year 6/ age 11	1a or below	<7:0	4 years
Year 7/age 12	2c or below	<8:0	4 years
Year 8/age 13	2b or below	<8:6	4 years 6 months
Year 9/age 14	2a or below	<9:0	5 years
Year 10/age 15	3 or below	<9:6	5 years 6 months

* reading and spelling ages are much less reliable than standardised scores and vary greatly between tests

These scores relate to both accuracy and rate (fluency) in word reading or spelling.

Persistence is a measure of the duration of the difficulty in response to appropriate and thorough learning opportunities. When considering whether a Statutory Assessment of the needs of a pupil with dyslexia is appropriate, the authority will need evidence that:

1. The school context is supportive of pupils with dyslexia. For example, the Headteacher's report should include evidence to demonstrate:
 - the quality of classroom teaching and support (Wave 1 and Wave 2),
 - the school are engaged in the Inclusion Development Programme or other similar initiatives
 - recent staff training in this area
2. The pupil has had access to appropriate teaching and learning opportunities e.g. there were no behavioural or attendance issues which had prevented curriculum access
3. That Wave 3 intervention or intervention recommended by external agencies have been followed daily, for at least two terms, and the progress made in reading and/or spelling was less than half the expected progress over that duration of time. e.g. no more than 6 months progress in 1 year whilst following the intervention.

Appendix B

Guidelines for Statutory Assessment of Specific Learning Difficulties (Dyslexia) under the 1996 Education Act – A Rationale

During the Summer Term 2009, the Dyslexia Working Group reconvened to update the Buckinghamshire Guidelines, particularly in light of the advice and recommendations published in the report by Sir Jim Rose (2009) into the identification and teaching of children and young people with dyslexia and literacy difficulties.

One key amendment was the inclusion of the definition provided by the report, alongside the previously adopted working definition from the British Psychological Society (1999), outlined on page 1.

- **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 a range of intellectual abilities.
- It is best thought of as a continuum and 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 found intervention


Sir Jim Rose, Report 2009

The Dyslexia Continuum

It is now recognised that there is no sharp dividing line between having a learning difficulty such as dyslexia and not having it (Goswami 2008). The

Rose report suggests that dyslexia is best thought of on a continuum from mild to severe. Severity is gauged by responsiveness to intervention, and assessment is ongoing and related to the level of concern and responsiveness to teaching. In this way, identification of literacy difficulties is not dependent upon outside agencies in the first instance and intervention is part of the process and occurs at the first level of concern. The initial trigger for action is the child having noticeably more difficulties with reading and/or spelling than his or her peers (2.12)

Key points made by Rose (2009).

Continuum MILD  SEVERE	Intervention Quality First Teaching	Assessment Monitoring of progress	Professional Teacher
	Wave 2	Skills assessment	SENCO/ Specialist teacher
	Wave 3	Comprehensive Assessment	Qualified Specialist teacher/Educational Psychologist
	Intensive support and long term assistance	Statutory Assessment	Multi-discipline

It is recognised that a small proportion of learners will need more intensive support and long term assistance (1.10 p 35)

When a child with SEN continues to make little progress in response to support provided through School Action Plus the school/parent should ask the local authority to undertake a statutory assessment of the child's SEN. (CH 7 SEN Code of Practice).

There is no clear cut-off point at which the learner's difficulties are considered severe or not severe, yet when considering requests for Statutory Assessment the Counties Formal Assessment Panel (FAP) have to make a judgement based on the information provided. In order to increase equity across the County and to reflect the adopted definitions, the guidelines were developed.

They are intended as a starting point to consider requests, and in particular reflect the Rose recommendations that '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 found intervention.' A decision can therefore not be made in response to how severe or behind a learner is, but must by definition take into account response to intervention.

Therefore, **the table which is used as a guide to severity should never be used in isolation.** This table includes comparisons of National Curriculum levels, reading and spelling ages, and an indication of delay in relation to a pupil's chronological age. It was drawn up by comparisons of scores obtained on a number of standardised reading tests which are currently in use by the Educational Psychology Service or in schools. Skills necessary to obtain these scores were compared to skills which would enable a pupil to reach the particular curriculum level.

Ratio Gains

Rose (p178) talks about using ratio gains as a measure of responsiveness to intervention. This is the gain in spelling or reading made by a group during a chronological time span. Singleton (2009) suggests that in the case of dyslexia the achievement of ratio gains of 1.00 or greater represents substantial progress. Without support, evidence is that dyslexic pupils progress at around a ratio gain of 0.42 reading, and 0.25 spelling. We have taken a measure of persistence of around 0.5 – whereby with maximum SA+ support dyslexic learners are making only half the expected progress; 6 months in one year.

Co-occurring Factors

The report also discusses co-occurring difficulties which although not part of the core characteristics can impact on the learner's ability to access the curriculum to a greater or lesser degree. These factors and their impact on the learner should also be taken into account by the panel alongside consideration of the severity and persistence criteria.

References

Rose, J. (2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. DCSF

In Rose (2009):

Goswami, U. (2008) *Learning Difficulties: Future Challenges*. A paper prepared as part of the Foresight Review on Mental Capital and Wellbeing.

Singleton, C.H. (2009) *Intervention for Dyslexia*. Bracknall: The Dyslexia-Specific Learning Difficulties Trust

Appendix C

Resources to support children with Dyslexia

Wave Three Literacy Interventions

Intervention	Age group	Delivered by	Description	For more information
Acceleread, Accelewrite	Y 3-6	Computer and supervising teaching assistant (TA)	TA works with individual child for 20 minutes a day for four weeks using talking word processor to type sentences following phonic patterns	www.dyslexic.com/acceleread
Catch Up Literacy	Y 2 upwards	Teacher or teaching assistant	10-15 minute individual session, twice weekly, involving reading a text and a linked writing or spelling activity over a period of 1 - 3 terms	www.thecatchupproject.org .
Cued Spelling	All ages	Parent, volunteer or another pupil	Paired work in spelling based on choosing cues to remember a word - 3x15 minutes a week for approximately six weeks	http://www.dundee.ac.uk/eswc/research/projects/trwresources/spelling/
Paired Reading	Years 1-6	Parent, volunteer or another pupil	A simple technique used to practice reading aloud, first supported and then alone. Varying durations - approximately 9 weeks	http://www.dundee.ac.uk/eswc/research/projects/trwresources/reading/
Direct Phonics	Years 1 onwards	Teacher or T.A. (T.A. supervision recommended)	Two 12 week programmes requiring daily 20-30 minutes. Programmes founded on Direct Instruction principles.	www.directphonics.co.uk

Sound Discovery	KEY Stages 1 and 2	Teacher plus TA	A phonics based programme, delivered in groups or whole class 3x 30 mins a week. Teaching is based on the 'snappy lesson'	www.ridgehillpublishing.com
Phono-Graphix	Key Stages 1 - 4	Teacher plus teaching assistant or parent	A synthetic approach to the teaching of reading and spelling. It relies upon children's ability to segment and blend phonemes. Starts with what the child knows – the sounds of his language. Letter patterns or graphemes are taught as 'sound pictures' and the programme also offers training in phonemic awareness.	www.readamerica.net
THRASS	Years 2-6	Teacher	A structured, multisensory word-level programme covering handwriting, reading and spelling; the teacher works with individuals or a group for 30 minutes a day over periods of 13 - 22 weeks.	www.thrass.co.uk/
Reading Recovery	Y1-2	Teacher	Reading Recovery involves reading and writing in a daily one-to-one lesson with a highly trained teacher for a period of between 15 and 20 weeks.	http://readingrecovery.ioe.ac.uk/
Toe-by-Toe	Y4-5 upwards	TA, teacher, parent	Toe-by-Toe aims to improve word decoding skills, using a precision teaching approach, moving from single sounds to multi-syllable words and non-words.	www.toe-by-toe.co.uk/

Hornet	All ages, including adults	TA, teacher, parent	A literacy primer, similar to Toe-by-Toe in method, involving writing and reading of common letter patterns, and including auditory discrimination exercises.	www.wordwasp.com/
Stride Ahead	KS3 upwards	TA, teacher, parent	Aims to increase automaticity in decoding, in order to improve reading comprehension. 30 minute sessions, with timed targets to encourage speed.	http://www.kedalearning.co.uk/strideahead/strideahead.htm
Word Wasp	KS2 upwards, to adult.	TA, teacher, parent	Focuses on word structure and spelling rules, with weekly sessions of up to an hour.	www.wordwasp.com/
Phonological Awareness Training (PAT)	Y2 upwards, including secondary	TA	10-15 minutes daily. Focuses on teaching reading, writing & spelling of phonically regular words by analogy.	http://www.ucl.ac.uk/education/al-psychology/cpd/pat.htm
Fisher Family Trust: Wave 3 literacy	Y1-2	TA (Programme only available through training.)	A programme for working with children in Years 1 and 2 who are reading and writing at a low level 1 or below.	http://www.fischertrust.org/
Rapid Reading	KS2 -3	TA, teacher.	A reading programme that has been proven to deliver more than twice the normal rate of progress. Includes speech-recognition software, accessible books, teaching support and integrated Assessment for Learning.	http://www.heinemann.co.uk/Series/Primary/RapidReading/RapidReading.aspx

Direct Teaching / Precision Monitoring	KS1+	TA, teacher.	A research-based method of helping pupils to develop automatic recall of key sight vocabulary (for reading). Also applicable to key word spelling, letter sounds / names, number bonds, table facts	www.johnandgwyn.co.uk/probe.html (for free “probe” writing tool). www.aminuteaday.co.uk/madFAQ.htm _for further information and phonic-based probe sheets.)
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ICT Interventions for Dyslexia

Intervention	Age group	Description	For more information
Digital Recording devices , (e.g. digital voice recorders)	KS2 - 4	Battery powered voice recording for later transcription. Suggested: Sony / Olympus	www.uket.co.uk/usb-data-memory-sticks/cat_28.html http://uk.insight.com (search for 'voice recorder')
Rapid Reading: Soliloquy Reading Assistant	KS2 -3	A reading programme that includes speech-recognition software , accessible books, teaching support and integrated Assessment for Learning.	http://www.heinemann.co.uk/Series/Primary/RapidReading/RapidReading.aspx
Inspirations & Kidspirations Software	KS1 – 5	A visual thinking and learning tool to support pupils to plan, organise, research, evaluate, comprehend and communicate their knowledge.	www.taglearning.com
Clicker 5	KS1 – 4 (SEN)	Onscreen writing support and multimedia tool for children of all abilities. Flexible, and inclusive.	www.cricksoft.com
Alphasmart +(Optimal Readback Facility – Text2Speech))	KS2 – 3	Portable, battery powered, word-processing keyboard, which is durable and suitable for classroom use. Transmits or connects to desktop pc for printing.	www.portabletechnology.co.uk
Netbooks	KS3 - 5	In-class word processing tool for older students. Lightweight, and with longer battery life than full-size laptops. Windows XP Home recommended.	www.inclusive.co.uk asus Eeepc1000H includes Co-Writer: order by phone only

Typing Tutors (primary)	KS1 – 2	Adventures in Typing (Disney learning) Nessy Fingers Touch Typing 2 Simple 2 Type (2Simple) Type to Learn Junior (Sunburst) Iota Touch Type (IOTA) Professor Teaches Typing Instructor For Kids	www.r-e-m.co.uk www.r-e-m.co.uk www.2simpleshop.com/home/ www.taglearning.com http://www.iota.co.uk/touchtype/ www.r-e-m.co.uk
Typing Tutors (secondary)	KS3 - 5	Type to Learn 3 (Sunburst) Iota Touch Type (IOTA) Professor Teaches Typing Instructor DeLuxe	www.taglearning.com http://www.iota.co.uk/touchtype/ www.r-e-m.co.uk
Wordshark 4 Numbershark 4	KS1 - 3	Popular practice / reinforcement tool for phonic reading and spelling skills. Similar for number skills and concepts.	www.wordshark.co.uk
Textease Publisher CT	KS1-2	Textease Publisher CT is a word processing, desktop publishing package with multimedia capabilities. Can be used within all curriculum subjects for writing and publishing tasks. Menus and buttons can be configured and customised for pupils with different educational needs.	www.softease.com
Talking Word-Processors Clicker 5 Talking First Word 4.2	KS1 + KS1-2	Flexible writing support tool for any subject area, and any age group. Text-to-speech word processor	www.cricksoft.com www.rm.com

<p>Predictive word-processing software e.g.</p> <ul style="list-style-type: none"> •Penfriend XP/XL •Co:Writer SOLO •textHELP! Read & Write 	<p>KS2 – 4 KS2 – 4 KS3 - 4</p>	<p>On-screen word banks, with read aloud facility. For PC or Alphasmart, linguistic text prediction. “Floating toolbar” offering support for writing, including phonic spellchecker, text to speech, word prediction, speaking dictionary and scanning facility.</p>	<p>www.penfriend.ltd.uk www.inclusive.co.uk www.texthelp.com</p>
<p>Voice recognition software, e.g.</p> <p>Dragon Naturally Speaking Preferred 10.0 (education version)</p>	<p>KS3 – 4 (according to ability)</p>	<p>‘Speech-to-text’ software - claims to produce 99% accuracy on the page.</p>	<p>www.inclusive.co.uk</p>
<p>Handwriting to text:</p> <p>Digimemo</p> <p>digiscribble/pcscribble</p>	<p>KS2 + KS2 +</p>	<p>Useful for transferring TA notes to pc for pupil's later use, or transferring diagrams direct to pc memory.</p> <p>A portable electronic notepad, used like a clipboard to instantly record notes, ideas, sketches, drawings and flowcharts simultaneously on paper and digitally.</p> <p>Handwritten notes, maps, sketches etc. can be captured remotely using a normal ink filled pen, saved to your PC and then converted to typed text and copied or imported into MS Office™ applications like Word® and Outlook®.</p>	<p>www.misco.co.uk www.inclusive.co.uk www.cconline.com</p>

Text readers, (FREE!) Read Please 2003	Any	Reads any text you see on your screen - all purpose text-to-speech software.	www.readplease.com
Wordtalk	Any	A free utility - adds speech output to text in Microsoft Word documents. Can also be used to listen to different suggestions offered by the spellchecker.	www.wordtalk.org.uk

Appendix D

References

The address for all DCSF publications is at the bottom of the section.

Achieving Dyslexia Friendly Schools – Resource Pack. British Dyslexia Association 2005. www.bdadyslexia.org.uk 0118 966 8271 helpline@bdadyslexia.org.uk

Dyslexia: Pathways into Training. For teachers of children with dyslexia and other specific learning difficulties. DCSF 79/2001

Guidance to Support Pupils with Dyslexia and Dyscalculia. DCSF 0512/2001

Learning and Teaching for Dyslexic Children. DCSF 1184-2005 CDI

Early Literacy Support – DCSF

<http://www.standards.dcsf.gov.uk/literacy/publications/intervention/63469/>

Additional Literacy Support - DCSF

<http://www.standards.dcsf.gov.uk/literacy/publications/intervention/63457/>

Further Literacy Support – DCSF

<http://www.standards.dcsf.gov.uk/literacy/publications/intervention/63449/>

Greg Brooks' Research - Targeting support: choosing and implementing interventions for children with significant literacy difficulties. DCSF 0201/2003

Brooks, G. (2007). What works for pupils with literacy difficulties? London: DCSF.

Inclusion Development Programme IDP Phase 1

<http://www.nationalstrategies.standards.dcsf.gov.uk/inclusion>

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families. DCSF June 2009

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[tp] 0845 60 555 60

[e] dcsf@prolog.uk.com

[w] www.dcsf.gov.uk

Buckinghamshire SEN Guidance for Schools –

http://www.buckscc.gov.uk/schools/childrens_services/special_educational_needs/sen_ha_nbook.asp



Assessment

- Graded Word Spelling Test – Vernon – Hodder Education. www.hoddereducation.co.uk
- Graded Word Reading Test – NFER
- WRAT – Wide Range Achievement Test 3 – Harcourt Assessment (01865 888188) <http://www.harcourt-uk.com>

Phonic Checklists

- The school's own initial sounds/blends checklists
- Boost – Birmingham County Council – available from Buckinghamshire Educational Psychology
- Catch Up Programme - phonic assessment - Catch Up, Caxton Way, Thetford, IP24 3SE. www.catchup.org.uk
- Neale Analysis – phonic assessment – NFER

Attitude and self concept

- Psychology in Education Portfolio (includes children's self perception scales) Edited by Norah Frederickson Sean Cameron. NfERNelson.
 - Reading Self-Concept Scale – NfER-Nelson, Psychology in Education Portfolio

