Dyslexia and Inclusive Practice

Staged Assessment and Intervention

Procedures for All Teaching Staff in Angus

December 2017

CONTENTS

INTRODUCTION

Dyslexia is a learning difficulty that can vary from individual to individual in terms of severity, and in the nature of abilities and difficulties experienced (British Psychological Society, 1999). It is "a processing <u>difference</u> experienced by people of all ages, often characterised by difficulties in literacy" (Reid, 2004). It is generally thought that around 10% of the population has dyslexia (Dyslexia Scotland, 2011). If not adequately identified and supported, individuals with dyslexia can experience difficulties in education and later employment. It is therefore important that staff in schools are equipped to support learners with dyslexia through effective assessment, planning, support and review.

BACKGROUND / RATIONALE

In 2013, Angus Council developed procedures to support teaching staff to identify and support children and young people with dyslexia. These procedures were produced because there was a recognised need for clear guidance regarding assessment, intervention and planning. There was also a need to reduce the wide variability in practice across the council and to improve teacher confidence in relation to recognising and responding to dyslexia.

The first edition of Angus Council's dyslexia procedures was produced by the Educational Psychology Service (EPS) in consultation with a short-life working group which included representatives from the primary and secondary Additional Support Needs (ASN) teams, and the Educational Development Service (EDS). Further consultation on a first draft took place with classroom practitioners, senior managers in schools and the Chief Executive of Dyslexia Scotland. The procedures aimed to:-

- ensure a consistent approach to identifying and supporting learners with dyslexia in schools across Angus;
- embed a staged approach to addressing dyslexia in Angus;
- highlight key resources to help schools across Angus to assess, identify, plan for and support children and young people with dyslexia;
- outline the roles and responsibilities of teaching and support staff when carrying out a staged approach to addressing dyslexia.

Findings from a survey carried out by EPS in September 2015 showed that although the procedures were viewed positively by those who were familiar with them, the majority of classroom teachers surveyed were not aware of, or had not consulted the guidance. This revised edition of the procedures aims to reinforce the role of all teaching staff in identifying and supporting learners with dyslexia. It also updates guidance about resources that can be used to support assessment and intervention.

There is a wealth of literature in the field of dyslexia which provides information about definitions of dyslexia, associated difficulties, underlying

causes and advice on assessment and intervention. These procedures were produced with particular reference to the following sources:-

- ***Addressing Dyslexia Toolkit (2012)*** (http://www.addressingdyslexia.org) which was originally launched as the Assessing Dyslexia Toolkit for Teachers in June 2010, and which outlines the definition of dyslexia that has been developed by the Scottish Government, Dyslexia Scotland and a cross party Parliamentary group on dyslexia. The Toolkit was further updated and re-launched in 2017.
- ***Supporting Pupils with Dyslexia at Primary School (2011)*** (www.dyslexiascotland.org.uk) which is a series of 8 booklets that were provided to every primary school in Scotland and contain information and advice about dyslexia from the early stages to transition to secondary school, and also contain information for support for learning departments, school management teams, as well as about good practice when working with parents. These booklets are no longer available to order in hard copy but can still be downloaded by Dyslexia Scotland members from their website.
- ***Supporting Pupils with Dyslexia in the Secondary Curriculum (2013)*** (www.dyslexiascotland.org.uk) which is a series of 20 booklets that were provided to every secondary school in Scotland and aim to provide subject teachers and support staff with advice and strategies to support learners with dyslexia. The booklets can be downloaded from the members section of the Dyslexia Scotland website.

Angus Council's procedures do not aim to replace or contradict the above materials. On the contrary, this document refers to and/or includes some of the suggested assessment and intervention advice and materials that are provided in the Addressing Dyslexia Toolkit and the Dyslexia Scotland booklets (where this is permissible). The Addressing Dyslexia Toolkit has been developed to be relevant for all staff working with children and young people at any stage of their education, regardless of knowledge about dyslexia, and previous experience. It is **strongly recommended** that teachers access this resource, in order to become familiar with it, and consequently benefit from its features.

PRINCIPLES

The principles which underpin these procedures originate from:-

- **Education (Additional Support for Learning) (Scotland) Act 2009** which places a duty on local authorities to identify children and young people with additional support needs, and make adequate and efficient provision for such additional support as is required by a child or young person.
- ***Getting it Right in Angus: A Multi-Agency Guide for Practitioners (2011)***[1] which outlines the need for all children's services and partner agencies

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[1] The Getting it Right in Angus staged model is currently under review. However, the principle of effectively planning to support children and young people will continue to be central to the approach.

to agree a shared, staged approach to building solutions around children, young people and their families.

- ***Addressing Dyslexia Toolkit (2012)*** which emphasises that all teaching staff should take responsibility for identifying signs of dyslexia, and plan and implement support accordingly.
- ***Making Sense: Education for Children and Young People with Dyslexia in Scotland (2014)*** which reports on an independent review of education for children and young people who have dyslexia. The report makes five recommendations that aim to help schools and local authorities improve the outcomes for children and young people with dyslexia. One of these recommendations is that "teachers, support staff, learners and parents should have access to up to date practical advice and guidance on dyslexia."

DEFINITION OF DYSLEXIA

The definition of dyslexia outlined in the Addressing Dyslexia Toolkit was developed by a Cross Party Group on Dyslexia in the Scottish Parliament, and is supported by Dyslexia Scotland and the Scottish Government. It aims to describe the indicators and characteristics of dyslexia, and it also acknowledges that the impact of dyslexia may vary according to the learning and teaching environment. The definition is as follows:-

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:
- *auditory and/or visual processing of language-based information*
- *phonological awareness*
- *oral language skills and reading fluency*
- *short-term and working memory*
- *sequencing and directionality*
- *number skills*
- *organisational ability*

Motor skills and co-ordination may also be affected.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

To encourage consistency across Angus, the above definition should be adopted by all those involved in the assessment and identification process. All staff should **avoid terms** such as 'dyslexic tendencies', 'signs of dyslexia' and 'dyslexic-type difficulties', which can be potentially confusing for pupils, parents, and those involved at a later stage of a learner's schooling. The definition allows for a pupil to either have dyslexia or not, with the extent varying along the continuum.

More important than establishing a 'label' for a learner, the broadness of the agreed definition means that the profile of strengths and support needs from individual to individual is likely to vary considerably. This highlights the importance of focusing on the needs of learners, and identifying good teaching and classroom practices, both in the wider sense and at an individual level, regardless of the underlying cause.

IDENTIFYING AND SUPPORTING LEARNERS WITH DYSLEXIA IN ANGUS SCHOOLS: A STAGED APPROACH

Within Angus, the Getting It Right approach involves using a common co-ordinated staged intervention framework for assessment, planning and action across all agencies. Such an approach allows decisions to be made about what is to be done and by whom to meet a child's needs in such a way that the response is appropriate and effective, with minimum disruption to the child's experience and development.

The flowchart at Appendix 1 provides an overview of the staged process of assessing, planning support and reviewing the needs of a school-age learner who may have dyslexia[2]. Adopting this staged approach means that **the process is defined by the gathering and sharing of information over time, rather than the administration of a single test on one occasion**. This contextualised assessment may include gathering information from the following sources:-

- Parents / carers – to establish family history, learner's developmental history, and other relevant home factors.
- Child / young person – to gather their views e.g. about their strengths / difficulties, attitudes about learning / school, etc.
- Pupil Progress Record (PPR) – to explore learning history.
- A variety of samples of class work to compare different types of written work – for example, free writing, spelling, structured writing activities, presentation of maths work, first draft extended writing, work from different subject areas, work completed using different support strategies e.g. reader/scribe, laptop, Dictaphone, spell-checker, etc.

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[2] The *Addressing Dyslexia Toolkit* suggests that children and young people with dyslexia will generally be supported through universal provision or single agency planning, although may require multi-agency planning where needs are more complex, or if there are factors that require support and planning with another agency, e.g. Social Work

- Classroom observation which could involve a range of staff and explore learning styles, coping strategies used, areas requiring support, reaction to different learning situations, etc.
- A running record, or miscue analysis, of the reading material that the learner is accessing on a day-to-day basis to investigate strategies and approaches for reading, and to ensure that the material is at an appropriate level. Guidance on how to carry out a miscue analysis can be found at:
  https://www.excellencegateway.org.uk/content/etf1257
- A spelling error analysis of first draft written work and/or a dictated script. Template of a sample chart to assist such an analysis is available at: www.etai.org.il/documents/LizShapiro_spellingerror.doc
- Findings from any individual, group or whole class standardised assessments that have been administered at any stage of a learner's schooling.

As well as the benefits of carrying out assessment collaboratively and in context, this approach allows needs to be supported and reviewed on an ongoing basis by all relevant professionals, parents and children / young people. Figure 1 provides a simple representation of staged intervention in Angus.

Figure 1. Staged Intervention in Angus[3]
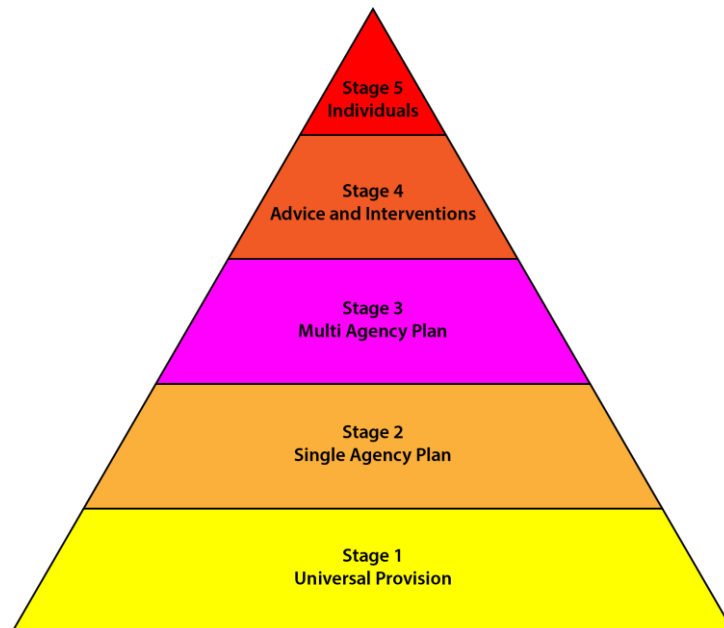
UNIVERSAL PROVISION

The first stage of the Getting It Right staged approach in Angus involves ensuring that the universal needs of children and young people in Angus are met. Within the context of dyslexia, the 'Making Sense' review highlights the importance of adopting a whole school approach which focuses on dyslexia

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[3] Refer to footnote (1) on page 4

friendly and inclusive practices. This means that all teachers should ensure that the learning environment is accessible to all learners – including those who have, or may have dyslexia.

<u>Assessment</u>
When there are initial concerns about a learner's progress with reading, writing and/or spelling (or early literacy development), steps taken are generally **class teacher, subject teacher or early years practitioner-led**. It is important to ensure that at all stages a comprehensive assessment of need takes place. Reference to the My World Triangle (Figure 2) should ensure that, as well as gathering information that assesses the learner's own strengths and difficulties, the impact that classroom, school, family, environmental and cultural factors might be having on progress are also considered. By completing the Teaching and Classroom Factors checklist (Appendix 2) staff at all stages will be able to consider whether there are ways in which the organisation of their classroom, or the learning and teaching within the class can be adapted.

Once consideration has been given to teaching and classroom factors, checklists at Appendix 3 outline dyslexia indicators that may be evident from the Early to Senior Levels of Curriculum for Excellence, and can be completed by practitioners to assist their assessment. These checklists correspond with key aspects of the definition, including associated factors (as outlined on page 5). Furthermore the checklist at Appendix 4 encourages practitioners to consider additional factors that may be impacting on a learner's progress.

Figure 2. My World Triangle
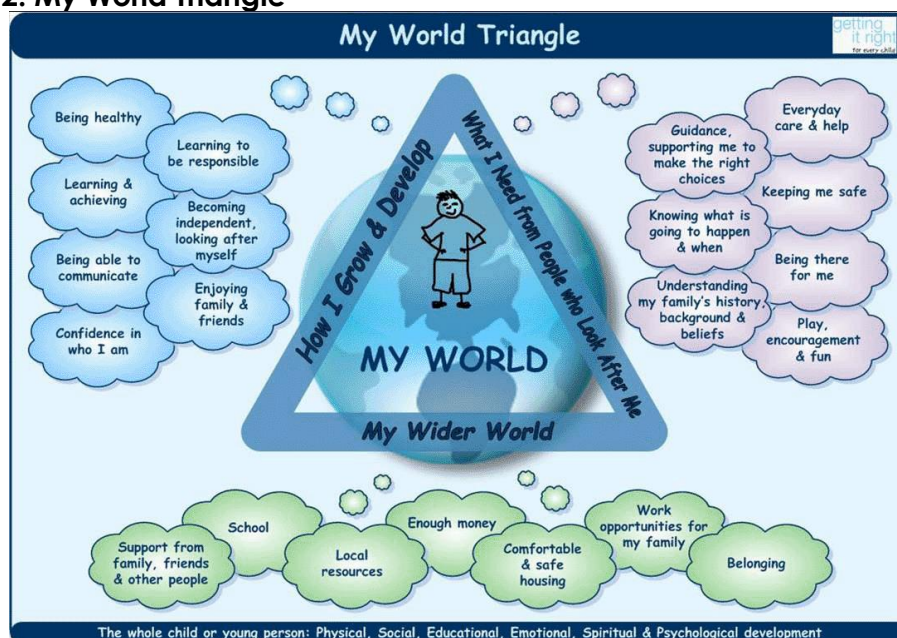
As well as completing the various assessment checklists provided, classroom practitioners (with support from ASN staff if required) should gather any available contextual assessment information for learners who they have concerns about (as outlined on pages 6-7).

Intervention

Completion of the teaching and classroom factors checklist at Appendix 2, should prompt consideration of teaching practice and classroom environment, and highlight any adaptations that need to be made. This will provide a useful starting point at this universal stage. In addition, Clark (2010) provides a **non-exhaustive** list of strategies that work well for supporting the literacy development of all learners, as well as those who may be experiencing difficulties. A summary of these strategies, along with other approaches that are known to be used in schools in Angus are provided at Figure 3. A more detailed list of classroom strategies to support school-age learners who may have dyslexia (Thomson, 2008) is provided at Appendix 5.

Figure 3. Supporting Literacy Development in the Classroom

Early to First Level	First to Senior Levels
Strategies for all learners • Read to children daily • Provide opportunities to pretend read books • Offer a wide range of experiences to develop concepts of print • Offer experiences to develop awareness of sounds in spoken language • Provide opportunities to share in and listen to rhymes / songs • Encourage children to take an interest in, and learn about letters (e.g. use tactile activities to show shapes of letters in child's name) • Encourage children to write (pretend) • Develop partnership with parents	**Strategies for all learners** • Refer to Angus Council benchmarks that have been developed to support literacy development • Use multi-sensory approaches to teaching and learning • Ensure all learners are included in group discussions • Ensure all pupils can see the board • Provide a model for organisation e.g. how to set work out on a page • Use story planners • Give practice with alphabetic sequencing • Give practice with use of dictionary • Introduce a whole class literacy programme e.g. Paired Reading, Paired Spelling, Reciprocal Reading, etc • Encourage the use of mind mapping
	Strategies for individuals who may be experiencing difficulties • Accept verbal responses when possible • Mark written work on content • Reduce volume of work for those who struggle to finish • Provide more time for tasks that involve reading and writing • Use games to reinforce learning (e.g. ICT resources) • Seat learner near the teacher so that help can be given unobtrusively • Allow pupils to use assistive technology, e.g. Word Talk, on-screen keyboard, Ivona MiniReader, Clicker 7, digital spellcheckers, etc.[4]

[4] More information about ICT support is available at http://addressingdyslexia.org/technology, http://www.callscotland.org.uk (search for the 'Wheel of Apps'), and in Angus Council's own ASN ICT guidelines on the education intranet

For more information about assessment and intervention at the universal stage, the Addressing Dyslexia Toolkit provides an interactive [Reading Circle](#) and [Writing Circle](#). These are helpful tools for any teacher who wishes to investigate and support learners in relation to the key components of reading and writing. These tools also signpost to resources that teachers may find helpful.

As well as considering strategies to support literacy development, practitioners should reflect on their responses to items on the 'other factors to consider' checklist at Appendix 4. This will allow strategies other than those directly concerned with supporting literacy to be considered and may also signpost any additional assessment required.

Keeping a Record
At all stages of assessment and intervention it is important to keep a record of approaches that are adopted to support a child or young person who is showing signs of dyslexia. At the first stage, where universal provision is considered, record keeping will usually involve noting areas of concern, any interventions adopted, and details of timescales for reviewing progress. Action taken at the universal stage is likely to be recorded by a class teacher, or early years practitioner, perhaps with support from ASN staff in school if this has been sought.

To maintain good practice in relation to *Getting it Right* procedures in Angus, the named person and parents are likely to be consulted at this early stage, although it will be stressed that concerns are not necessarily serious. Existing paperwork or tracking materials that are used within a school or early years establishment are likely to be used at this stage. Alternatively, a template for a suitable record is provided at Appendix 6 (adapted from an example provided in the *Addressing Dyslexia Toolkit*). This can be completed by a classroom practitioner, or other member of staff involved at this initial stage, and a copy should be added to the child or young person's PPR.

SINGLE AGENCY PLANNING

The next stage of the staged intervention process involves considering any additional support that a learner may require and consulting with others, either within the same service or from other universal services, to develop a plan. For learners who may have dyslexia this plan is likely to be created by school staff in consultation with colleagues in education and, where appropriate, from health and voluntary services.

Assessment
In the context of supporting children and young people who may have dyslexia, steps taken at this stage are likely to be **senior management team or ASN teacher led.** At this stage concerns are likely to be ongoing, which may make it necessary to consult with ASN staff, Educational Psychologists, or other visiting professionals, who may in turn agree to look at the information already gathered, and carry out additional assessment if this is required. This might involve supporting the school to gather more information, carrying out

observations or contextual assessment, or considering carrying out standardised assessment. The table at Appendix 7 provides a non-exhaustive summary of the standardised assessment and screening tools that can be used to identify strengths and difficulties with particular aspects of literacy development. In addition, the *Addressing Dyslexia Toolkit* and *Dyslexia Scotland* booklets provide links to a wide range of assessment resources. It is important to consider the following when planning to use standardised assessment and/or a dyslexia screening tool as part of the assessment process:

- Standardised assessment or screening tools should **never** be the only source of evidence when identifying dyslexia.
- When using standardised assessments, the assessor should make sure that it is assessing the skill that is to be investigated. In other words, if investigating reading comprehension it would not be appropriate to administer a word reading assessment that involves reading lists of words.
- Care should be taken before making assumptions about age equivalents calculated from assessment scores (i.e. reading or spelling ages). These age equivalents will only reflect performance according to the assessment tool being used, and do not mean that a learner's ability in all aspects of the area being assessed relate to that age equivalent. More information about the caution required when reporting age equivalents can be found at the following pages:-
http://www.sess.ie/dyslexia-section/understanding-reading-test-scores
- Where possible, the most recent version of a standardised assessment tools should be used. Assessments are standardised on a sample of the population, and if older resources are used, the standardisation sample may not be reflective of today's population. For example, a tool standardised using a sample of school children in the UK in 1990 will not validly represent children of the same age learning within A Curriculum for Excellence in Scotland today. Where older assessments are used, care should be taken when interpreting and/or generalising the results.

Intervention

At this stage appropriate intervention may be identified through Individualised Education Programme (IEP) planning, or by holding a meeting to agree a single-agency plan. Consultation with others should facilitate further consideration of the inclusive practice that is in place within the class and school. Any additional strategies that have been implemented should also be reviewed. In addition, at this stage it may be necessary to consider more specific individual or small group interventions. Appendix 8 provides further information about interventions that may be adopted. More suggestions regarding strategies, interventions and resources are outlined in the *Addressing Dyslexia Toolkit* and the *Dyslexia Scotland* booklets.

Keeping a Record

The record kept at this stage will depend on the planning that has taken place. For example, where an IEP planning meeting has been held, the resulting IEP will form part of the record. In addition, if reports have been

submitted by other services following consultation these should be kept within the PPR. Where a review meeting has taken place, a record is likely to be kept using paperwork typically used within the school for such meetings.

MULTI-AGENCY PLANNING

When there are ongoing concerns about a child's wellbeing, and there is recognition that their needs cannot be met solely by a single agency or universal services, an Integrated Assessment is initiated. This will either confirm the Single Agency Plan or lead to a Child's Plan where there are more complex needs that require support from one or more other agencies. The **named person** initiates planning at this stage but responsibility may transfer to a **lead professional** depending on the agencies involved in the delivery of the Child's plan.

When a learner is being supported at the multi-agency planning stage, it remains important to consider their learning needs within the context of the Getting It Right wellbeing indicators (i.e. Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included), and this means that when there are concerns that a child or young person may have dyslexia, assessment information should be considered, actions for support should be agreed, and identification of dyslexia should take place (where appropriate) using the same approaches as outlined for single agency planning.

USING THE TERM 'DYSLEXIA'

This guidance should point school staff in Angus towards identifying whether a child or young person has dyslexia, and more importantly, towards establishing a support plan. Emphasis should always be placed on meeting the needs of a learner, rather than providing a label. When it is agreed that a child or young person has dyslexia, given that the process involves an educational assessment, it is important to refer to identification of dyslexia, rather than diagnosis which is a medical term, and is used following a medical assessment.

Who Identifies Dyslexia?
For the reasons noted above, the traditional view of an 'expert' being required to identify dyslexia is misguided. Where adequate assessment information has been gathered to explore whether an individual presents with needs that meet the definition of dyslexia outlined on page 5, then a member of staff within school who feels they have a sufficient overview of the assessment process, and sufficient understanding of dyslexia, can identify a child or young person as having dyslexia. In most cases, for children at primary school this is likely to be an ASN teacher who works within the school (possibly with support from a Principal Teacher ASN), or a senior manager with a responsibility for ASN, and for secondary learners is likely to be an ASN teacher or Principal Teacher ASN.

It is recommended that when identifying dyslexia, the member of staff taking a lead role in the assessment does this in consultation with those who have contributed to the staged process, and with the agreement of the parents and child or young person. This may be achieved by convening a meeting to agree a single agency plan, and including a discussion about dyslexia at this meeting.

When identification of dyslexia is being considered during the single agency planning stage, it may be helpful to complete the 'assessment collation form' at Appendix 9, either prior to or at the meeting itself. This will allow those in attendance at the meeting to consider whether sufficient assessment information has been gathered to ascertain whether a child or young person has dyslexia. A copy of the form can be included with the record of the meeting. If consideration of the assessment information leads to agreement that the learner has dyslexia this can also be added to the record of the meeting. For example, if a summary of discussion is noted, a variation of the following sentence may be added:-

> "Collation of assessment information indicates that <learner's name> experiences difficulties in learning to read [and/or write / spell] despite appropriate learning opportunities. All in attendance, including parents and learner [if appropriate] agree that <name> should be identified as having dyslexia"

When to Identify Dyslexia?
As with the belief that an 'expert' needs to identify dyslexia, there is also an unsubstantiated notion that dyslexia becomes evident at a certain age and stage, and should not be identified before this optimum time. In fact, indicators of dyslexia can become apparent at any time, from preschool to adulthood. Thus, from the early years onwards it is important to identify any individuals who may have dyslexia, in order to begin the process of assessment and intervention.

With regards to using the label 'dyslexia', it would not be appropriate for this to happen when a child is working within the Early Level of the curriculum because, although indicators of dyslexia can be identified at any stage, it would be too early to ascertain that the learner has **ongoing** difficulties with literacy learning. Neither will labelling occur following the initial gathering of information at the universal stage, even if there are a number of indicators that suggest a child or young person may have dyslexia. The definition of dyslexia includes the phrase:

> 'difficulties in learning to read, write and/or spell, which **persist despite the provision of appropriate learning opportunities**',

This means that record-keeping at all stages will play an important part in deciding whether a child or young person has dyslexia, as these records will illustrate the learning opportunities provided, and evidence whether progress has or hasn't been made.

It is also important to reflect on other factors (see Appendix 4) that could impact on literacy development when considering whether it is useful to use the term dyslexia. If there are significant difficulties in one or more other areas, then there may need to be discussion around whether it is helpful or appropriate to describe a learner as having dyslexia.

To summarise, a learner may be identified as having dyslexia when:-
- ongoing records show that he / she has continuing difficulties with reading, writing and/or spelling despite the provision of appropriate learning opportunities;
- all participants in the staged process, including parents and the child / young person, agree with the use of the term 'dyslexia';
- all participants in the staged process agree that there are no significant difficulties in one or more other areas that make the use of the term 'dyslexia' unhelpful or inappropriate.

ROLES AND RESPONSIBILITIES

In most cases, the processes outlined in these procedures can be followed by school staff, with the support of ASN teaching colleagues. Where questions remain about assessment or intervention, other professionals, such as educational psychologists (EPs) and health professionals may be consulted, with the permission of parents and/or the child/young person. The following outlines some of the possible roles and responsibilities of different professionals in the process of identifying and supporting learners with dyslexia. Some of these roles may vary from establishment to establishment.

Early Years Practitioners / Class & Subject Teachers / Support Staff will:
- raise early concerns and begin the assessment process by completing relevant checklists and gathering contextual information;
- record and review any interventions or adaptations that are implemented;
- work collaboratively with other professionals when a learner's needs are ongoing and support from outwith the class or school is required for further assessment and support planning.

Establishment Senior Managers with ASN responsibility will:
- ensure that there are good processes in place for raising concerns, co-ordinating a response to concerns, communicating outcomes and planning support;
- allow time for teaching and support staff to consult with ASN teachers and/or other professionals when required.
- identify the need for continuing professional development (CPD) in relation to dyslexia (either as a whole establishment, or for individuals), and make arrangements accordingly.

ASN teachers / Principal Teachers ASN (locality) will:
- consult with class teachers and/or support staff, to help identify interventions or adaptations that can be made in class;

- gather evidence, carry out any further assessment as required, and provide support to school staff to establish whether a learner has dyslexia or not when concerns are ongoing (supported by a Principal Teacher ASN if required);
- contribute to any meetings that take place as part of the staged process, and help identify next steps and strategies, which will either be outlined in the note of the meeting, and/or on an Individualised Educational Programme (IEP) where appropriate;
- provide direct / team teaching as required and agreed;
- promote good practice and the enhancement of teaching colleagues' skills by sharing information and providing CPD activities as required.

Educational Psychologists (EPs) will:
- provide consultation e.g. to consider assessment information already gathered when further guidance is needed regarding next steps for a learner;
- in some cases, carry out further assessment if this is needed to gain a clearer understanding of a learner's needs;
- offer CPD to school staff and/or other professionals where a need for this has been identified.

Allied Health Professionals
- From time to time colleagues from allied health professions (e.g. speech and language therapy, occupational therapy, etc.) may contribute to the assessment process, when they are involved with the learner already, or if initial assessment indicates that involvement by one or more of these services would be beneficial.

PARENTAL REQUESTS FOR ASSESSMENT

Parents / carers may raise concerns about their child's progress with reading, writing and / or spelling, which will sometimes be expressed as a specific query about whether their child has dyslexia. Such concerns should be addressed regardless of the nature of the request, and regardless of whether staff share parents' / carers' concerns about progress. A leaflet for parents has been produced to provide an overview of the staged process of identifying and supporting children and young people who may have dyslexia, and this should be provided and/or explained when a parental query about dyslexia is received.

When a parent / carer asks for assessment to ascertain whether their child has dyslexia an information leaflet should be offered, and an explanation provided about assessment procedures. Following this, the process of collaborative, contextual and staged assessment, as outlined in these procedures, should be followed. Thus, in the first instance, when a concern is raised about a school-aged learner, checklists at Appendices 2 to 4 should be completed and contextual information gathered (as outlined on page 6). This information should be considered by the class teacher and ASN teacher

(or Principal Teacher ASN at schools with no ASN teacher and in secondary schools), in consultation with other relevant school staff and/or support services if required.

If the initial assessment information provides **little** or **no** evidence that a learner has dyslexia, the parent/carer and child/young person (where appropriate) should receive feedback explaining this, and reassurance should be given that progress will continue to be routinely monitored and reviewed to ensure that their needs continue to be met.

In cases where further assessment is carried out to determine whether a learner has dyslexia, those involved, including parents and young people, should meet to discuss the outcomes of assessment (including whether the learner should be identified as having dyslexia), agree an appropriate support plan if required, and record the findings and next steps accordingly.

Where parents/carers have made arrangements for a private assessment, they should be assured that findings of any reports produced will be taken into account, but will need to be considered alongside contextual assessment information when establishing a learner's needs, and when making a decision about whether they have dyslexia.

REFERENCES / FURTHER READING

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APPENDICES

Appendix 1

Dyslexia Assessment and Intervention Flowchart

Concerns about progress with learning to read, write and/or spell raised by teaching staff, parent and/or learner (Stage 1)

| Learner is at **primary school** | Learner is at **secondary school** and **concern raised by subject teacher** | Learner is at **secondary school** and **concern raised by parent, learner or ASN teacher** |

- Class Teacher to complete checklists (appendices 2-4) in consultation with ASN teacher / SMT if required
- Assessment information gathered (p.6)
- Adaptations / strategies identified and recorded and timescale for review agreed
- Parent leaflet provided

- Subject teacher to complete 'dyslexia indicators' checklists (appendix 3) and pass to ASN dept.
- ASN teacher to arrange completion of checklists at appendices 2-4 (in consultation with a range of subject teachers)
- Assessment information gathered (p.6) Adaptations / strategies identified and recorded and timescale for review agreed.

- ASN teacher to arrange completion of checklists at appendices 2-4 (in consultation with a range of subject teachers)
- Assessment information gathered (p.6) Adaptations / strategies identified and recorded and timescale for review agreed
- Parent leaflet provided

Class teacher / ASN teacher to review progress (in consultation with Principal Teacher ASN/Senior Management Team/parents if required)

Satisfactory progress
- Class teacher / subject teachers / ASN staff continue to monitor progress

Ongoing Concerns
- Further assessment – led/supported by ASN staff
- Advice / assessment sought from others services e.g. EPS, SALT, OT, etc if required
- Complete / update assessment collation form (appendix 9)
- IEP / Single Agency Plan drawn up
- Review date agreed

Single Agency Planning (Stage 2)*
*or Multi-Agency Planning (**Stage 3)** if needs more complex & agencies outwith universal services involved

Satisfactory Progress
- **Dyslexia not identified** at this time
- continue to monitor progress

Ongoing Concerns
- **Not enough evidence to confirm dyslexia** (e.g. if other factors impacting on progress)
- Further actions to be agreed e.g. EPS / other services involved
- Continued intervention

Ongoing Concerns
- **Dyslexia confirmed**
- Support continued / adapted as required
- Continue to monitor / review progress

NB – Parents should be kept informed and, where appropriate, their input sought throughout the process

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Appendix 2

Universal Stage Checklist – Teaching and Classroom Factors

Universal Stage Checklist – Teaching and Classroom Factors

	Yes	No	Not Sure	Comments
Classroom Layout				
Classroom is welcoming				
Children can see teacher when he/she is talking				
Areas for storing equipment / belongings identified				
Wall displays are dyslexia friendly				
Social / ability mix of pupils within groups is considered				
Classroom has consistent daily routines				
Classroom organised to ensure distractions / noise kept to a minimum				
When required, quiet work space is offered				
Teaching				
Learning styles of children in class is considered				
Amount of copying expected is appropriate				
Pre-printed notes are available where copying is an identified difficulty				
Time is given to process information when this is required				
Reader / scribe practice has been offered when this is needed				
Lessons are planned with all pupils' needs in mind				
Verbal instructions understood by pupils				
Reading books considered for interest level				
Training				
Training in dyslexia received at a basic level				
Homework				
Homework marked on content				
Homework reinforces work done in class				
Homework given in printed note form if required				
Amount of time spent doing homework monitored by parent				

Where the answer is 'no' to any of the above items it is important to consider whether these teaching and classroom factors are impacting on literacy progress, and to make appropriate adjustments as required.

Appendix 3

Dyslexia Indicators

Dyslexia Indicators – Early Level[5]

	Yes	No	D/K	Additional comments
READING				
Lacks interest in books / reading *				
Limited concept of print *				
Little awareness of environmental print *				
Poor letter knowledge *				
Difficulty associating letters and sounds				
Difficulty in recognising onset & rime e.g. c/at				
Confuses letters that sound similar e.g. d/t, f/v/th				
Struggles to retain common words				
WRITING				
Shows little interest in mark making / drawing *				
Has not yet established hand dominance *				
Poor early attempts at forming letters, copying, drawing, etc*				
Confuses simple punctuation				
Confuses/reverses similarly shaped letters e.g. b/d, p/q				
Struggles to read back attempts at written work				
Confuses/reverses words e.g. 'was' for saw, 'god' for dog				
Difficulty with early attempts at unaided writing				
Difficulty copying from board / jotter				
ASSOCIATED FACTORS				
Processing of language based information				
History of hearing difficulties e.g. 'glue ear'				
Difficulty following instructions *				
Lacks understanding when listening to stories *				
Lacks understanding during guided / paired reading				
Phonological awareness				
Difficulty identifying and/or generating rhyme *				
Struggles to clap a rhythm or keep a musical beat *				
Struggles with alliteration *				
Oral language				
Difficulty contributing to general discussions *				
Difficulty contributing to discussions about stories *				
Struggles to communicate a message orally				
Speech articulation is poor / immature				
Experiences word-finding difficulties				
Short-term and working memory difficulties				
Poor memory for stories, events, instructions, etc *				
Requires regular repetition of instructions *				
Forgets what s/he intended to say during discussions *				
Sequencing and Directionality				
Difficulty learning alphabet, months, days, etc in order				
Expression of ideas may be poorly sequenced *				
Difficulty remembering a short sequence of numbers				
Confuses direction e.g. left/right, up/down, etc				
Number skills				
Difficulty with positional language, under, above, etc *				
Problems learning early number concepts / procedures				
Difficulty associating numbers with symbols				
Organisational ability				
Poor organisational ability e.g. loses, forgets things *				

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[5] Those items marked with a ***** may be considered in early years establishments as very early indicators of dyslexia (although it is unlikely that dyslexia will be identified at this early stage).

Dyslexia Indicators – First Level

	Yes	No	D/K	Additional comments
READING				
Lacks interest in books / reading				
Lacks confidence – unwilling / reluctant to read aloud				
Reads slowly and/or hesitantly				
Omits, inserts and/or substitutes words when reading				
Loses place when reading				
Disregards punctuation / reads without expression				
Confuses letters that **look** similar – b/d, m/n				
Confuses letters that **sound** similar – d/t, p/b, c/g, v/f/th				
Misreads/reverses visually similar words– the/then, was/saw				
'Guesses' words using initial letter cues				
Poor sight vocabulary				
Relies on context and/or picture cues when reading				
Poor reading comprehension				
Difficulty recognising familiar words read earlier on a page				
WRITING				
Reluctant to write / avoids writing tasks				
Poor/incorrect letter and/or number formation				
Slow writing speed				
Written work does not reflect oral language skills				
Misses out words/phrases when writing sentences				
Incorrect use of/ lack of punctuation				
Difficulty planning/organising written work				
Inaccurate and/or slow copying e.g. from board / jotter				
SPELLING				
Difficulty spelling common irregular words- said, they, etc				
Confuses the order of letter in words e.g. 'gril' for girl				
Reverses visually similar words- on/no, was/saw, etc				
Spelling is bizarre and/or hard to decipher				
Spells phonetically correctly but inaccurately				
Inconsistent spelling e.g. different errors for same word				
ASSOCIATED FACTORS				
Processing of language based information				
History of hearing difficulties e.g. 'glue ear'				
Difficulty following one or more instruction(s)				
Lacks understanding when listening to stories				
Lacks understanding during guided/paired reading				
Phonological awareness				
Difficulty distinguishing words in sentences				
Difficulty distinguishing syllables in words				
Difficulty recognising / manipulating sounds in words				
Difficulty identifying and/or generating rhyme				
Struggles with alliteration				
Oral language				
Avoids and/or finds it difficult to contribute to discussions				
Struggles to communicate a message orally				
Speech articulation is poor / immature				
Experiences word-finding difficulties when talking				
Short-term and working memory difficulties				
Poor memory for stories, events, instructions, etc				
Requires regular repetition of instructions				
Forgets what s/he intended to say during discussions				
Struggles to retain information while doing something else				
Sequencing and Directionality				
Difficulty remember sequences e.g. days, months, seasons				
Difficulty remembering a short sequence of numbers				
Confuses direction e.g. left/right, up/down, etc				
Number skills				
Confuses visually similar numbers / symbols- 12/21, -/÷, etc				
Difficulty memorising number bonds, tables, etc				
Struggles with mental maths				
Problems with telling the time and/or the concept of time				
Difficulty with written calculations				
Organisational ability				
Poor organisational ability e.g. loses, forgets things				

Dyslexia Indicators – Second Level

	Yes	No	D/K	N/A and/or additional comments
READING				
Poor progress with reading				
Lacks interest in books / reading				
Lacks confidence – unwilling / reluctant to read aloud				
Reading is slow / hesitant				
Omits, inserts and/or substitutes words when reading				
Disregards punctuation– lack of fluency, expression				
Loses place when reading				
Becomes tired in extended reading situations				
Confuses letters that **look** similar – b/d, m/n				
Confuses letters that **sound** similar – d/t, p/b, c/g, v/f/th				
Misreads/reverses visually similar words– the/then, was/saw				
Has struggled to develop a core sight vocabulary				
Poor reading comprehension				
Difficulty recognising familiar words read earlier on a page				
WRITING				
Reluctant to write / avoids writing tasks				
Poor/incorrect letter and/or number formation				
Slow writing speed				
Written work does not reflect oral language skills				
Misses out words/phrases when writing sentences				
Incorrect use of/ lack of punctuation				
Difficulty planning/organising written work				
Inaccurate and/or slow copying e.g. from board / jotter				
Difficulty interpreting own work to answer questions				
SPELLING				
Difficulty spelling common irregular words- said, they, etc				
Confuses the order of letter in words e.g. 'gril' for girl				
Reverses visually similar words- on/no, was/saw, etc				
Spelling is bizarre and/or hard to decipher				
Spells phonetically correctly but inaccurately				
Inconsistent spelling e.g. different errors for same word				
ASSOCIATED FACTORS				
Processing of language based information				
Difficulty following one or more instruction(s)				
Lacks understanding when listening to stories				
History of hearing difficulties e.g. 'glue ear'				
Phonological awareness				
Difficulty distinguishing words in sentences				
Difficulty distinguishing syllables in words				
Difficulty recognising / manipulating sounds in words				
Struggles with alliteration				
Oral language				
Avoids and/or finds it difficult to contribute to discussions				
Struggles to communicate a message orally				
Speech articulation is poor / immature				
Experiences word-finding difficulties when talking				
Difficulty with early attempts at foreign language learning				
Short-term and working memory difficulties				
Poor memory for stories, events, instructions, etc				
Requires regular repetition of instructions				
Forgets what s/he intended to say during discussions				
Struggles to retain information while doing something else				
Sequencing and Directionality				
Difficulty remember sequences e.g. days, months, seasons				
Difficulty remembering a short sequence of numbers				
Confuses direction e.g. left/right, up/down, etc				
Number skills				
Confuses visually similar numbers / symbols- 12/21, -/÷, etc				
Difficulty memorising number bonds, tables, etc				
Struggles with mental maths				
Problems with telling the time and/or the concept of time				
Difficulty with written calculations				
Organisational ability				
Poor organisational ability e.g. loses, forgets things				

Dyslexia Indicators – Third, Fourth and Senior Levels

	Yes	No	D/K	N/A and/or additional comments
READING				
Slow / hesitant oral reading				
Inaccurate oral reading				
Misreads/reverses visually similar words- the/then, was/saw				
Slow silent reading				
Confuses letters that **look** similar – b/d, m/n				
Confuses letters that **sound** similar – d/t, p/b, c/g, v/f/th				
Fast, inaccurate silent reading				
Poor reading comprehension				
Difficulty locating information in a text source				
Improved understanding when alternate text format used				
WRITING				
Reluctant to write / avoids writing tasks				
Produces a minimal amount of written work				
Often struggles to finish written assignments				
Difficulty planning and writing essays				
Written work doesn't reflect subject knowledge/oral ability				
Poor handwriting / layout / presentation of written work				
Difficulty organising written work into paragraphs				
Frequently reverses letters and/or numbers				
Incorrect use of / lack of punctuation				
Tendency to mix upper / lower case letters				
Inaccurate and/or slow copying e.g. from board / jotter				
SPELLING				
Spelling is bizarre and/or hard to decipher				
Spells phonetically correctly but inaccurately				
Poor spelling of common sight words, said, they, know, etc				
Inconsistent spelling e.g. different errors for same words				
Confuses the order of letters in words e.g. 'gril' for girl				
Reverses visually similar words e.g. on/no, was/saw, etc				
ASSOCIATED FACTORS				
Processing of language based information				
Disappointing performance in timed tests / assessments				
Brief delay in responding when asked a question				
Confuses similar sounding words and sounds				
Asks for / needs repetition				
Mishears / confuses what people say				
History of hearing difficulties e.g. 'glue ear'				
Phonological awareness				
Difficulty distinguishing similar words in sentences				
Struggles when attempting to read unfamiliar words				
Difficulty with spoonerisms e.g. butterfly / flutterby				
Difficulty identifying/generating rhyme and alliteration				
Oral language				
Experiences word finding difficulties when talking				
Hesitant / poorly articulated speech				
Short-term and working memory difficulties				
Requires regular repetition of instructions				
Struggles to memorise, even after repeated practice				
Struggles to retain information while doing something else				
Forgets what s/he intended to say during discussions				
Sequencing and Directionality				
Poor sequential memory				
Muddles common sequences e.g. days of week etc.				
Jumps from one theme to another without reason				
Number skills				
Confuses visually similar numbers / symbols- 12/21, -/÷, etc				
Difficulty memorising number bonds, tables, etc				
Struggles with mental maths				
Problems with telling the time and/or the concept of time				
Difficulty with written calculations				
Difficulty with place value				
Organisational ability				
Tendency to lose / forget things e.g. PE Kit, Homework, etc				

Appendix 4

Universal Stage Checklist – Other Factors to Consider

Universal Stage Checklist – Other Factors to Consider

	Yes	No	Not Sure	N/A and/or additional comments
EMOTIONAL AND BEHAVIOURAL FACTORS				
Conforms to classroom routines				
Interacts with peers – co-operative tasks				
Interacts socially with peers				
Settles well to tasks				
Shows alertness / interest in work				
Perseveres with challenging tasks without becoming tired and/or frustrated				
Concentrates well - self-selected tasks				
Concentrates well – adult-directed tasks				
Has positive self-esteem				
ADDITIONAL LANGUAGE FACTORS				
First language is English				
If no, has had adequate exposure to English language				
Learns within a single language environment (eg answer 'no' if Gaelic Medium Education, etc)				
SCHOOL ATTENDANCE FACTORS				
Attendance rates are average or above				
Attendance history has been consistent (eg no long absences, frequent moves, etc)				
Generally arrives at school punctually				
MOTOR SKILLS/CO-ORDINATION FACTORS				
Fine Motor Development:				
Drawings are age / stage appropriate				
Handwriting is legible				
Layout of written work is adequate				
Can use a keyboard, mouse, tablet, etc				
Holds a pencil using a pincer grasp, and applies appropriate pressure to a pen / pencil				
Gross Motor Development / Co-ordination:				
Co-ordination / balance are good				
Has adequate spatial awareness				
Keenly participates in PE				
SOCIAL & CULTURAL FACTORS				
Family attitudes to learning are positive				
Literacy is viewed as important at home				
Has access to positive literacy role models				
Literacy within family is at a functional level				
No known family history of dyslexia				
School has a good relationship with family				
Has access to appropriate reading materials / opportunities at home				
SPEECH AND LANGUAGE FACTORS				
Speech and language ability has developed appropriately				
If no, difficulties have been identified and supported by Speech & Language Therapy				
VISUAL FACTORS				
Has good unaided vision				
If no, wears glasses when required				
Can track/scan text without losing place				
Reads without experiencing **visual stress**[6]				

Where the answer is 'no' to any of the above items it is important to consider whether these additional factors are impacting on literacy progress, and to plan accordingly.

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[6] Angus Council **Visual Stress Assessment and Intervention Guidelines (2012)** should be consulted if there are concerns that visual factors may be impacting on literacy development.

Appendix 5

Summary of Support Strategies

Summary of Support Strategies for Children with Dyslexia

From *Supporting Students with Dyslexia in Secondary School* (Thomson, 2008)

Reading for Information
- Try to ensure that print is not the only source of important information
- Highlight key information
- Use teacher-led class lessons
- Use small group discussion
- Set up tutorial groups
- Use video, audio or ICT presentation
- Give specific line, page and paragraph references
- Give source references for questions
- Encourage tinted overlay use
- Ensure source materials are clearly legible
- Enlarge print and increase line spacing

Reading Aloud
- **Never** ask the pupil to read aloud - *but* accept as a volunteer
- **Key information** should be read aloud only by a teacher or competent reader

Using Reading Exercises for Testing Subject Knowledge - alternatives
- Set practical tasks as tests
- Instigate teacher-pupil discussion
- Allow use of tinted overlay/reading ruler
- Provide the opportunity for drawing up, or completing charts, or making illustrations

Writing Tasks
- Never issue blank notebooks/paper
- Arrange transcription of written work
- Provide copies of diagrams, charts, etc
- Provide a framework for extended writing
- Encourage writing for later transcription
- Allow alternatives to handwriting: scribe
- Lap top computer
- Word processor
- Dictaphone
- Voice recorder

Copying
- Provide printed notes in advance
- Make photocopies of notes
- Scan text into computer
- Identify a copying partner
- Ensure that copies are made as soon as possible after a lesson

Inappropriate Behaviour
- Check whether learners are seeking clarification of printed instructions
- Discuss the nature of set tasks before embarking on individual work
- Check that instructions are fully understood
- Ask pupils to repeat instructions aloud
- Encourage all pupils to work together

Poor Organisational Ability
- Do not give complex verbal instructions
- Give only one instruction at a time
- Structure set tasks
- Be realistic in setting tasks
- Provide the opportunity for practice or rehearsals of tasks
- Do not automatically set unfinished reading or writing as homework
- Encourage correct use of homework diary and involve parents

Effects of Fatigue
- Give short, well-defined tasks
- Keep task structure simple
- Set time limits for tasks
- Teach appropriate pacing
- Vary the types of tasks
- Change activities often to create time for 'rests'
- Set clearly defined targets
- Create an opportunity for purposeful movement

Poor Self Image
- Remain aware of pupils' difficulties
- Give praise for work well done
- Encourage oral contributions
- Do not ask to read aloud or copy
- Mark on content not presentation of written work
- Create opportunities for alternatives to written responses/presentations

Discussion
- Provide a structure for discussion
- Encourage all pupils to suggest explanations/test hypotheses

Different Learning Styles
- Present information in a variety of modes - video, ICT, teacher talk etc
- Present information in a variety of formats - text, tables, diagrams etc
- Allow opportunities for active learning by- discussion, role play, research/investigation etc

Number
- Issue square/lined paper
- Allow the use of calculators for all number work
- Provide training in the use of calculators
- Make addition and multiplication grids, ready-reckoners available
- Use a variety of approaches (including computer games) to develop and reinforce number facts

Symbols and Shapes
- Issue templates of shapes to emphasise their different properties
- Provide ample opportunity for revision and reinforcement

Practical Tasks
- Provide roller/sticky rulers
- Provide left handed scissors/tools/instruments where appropriate
- Provide transparent rulers/ instruments for reading scales etc
- Enlarge graphs to make small details more accessible

Mathematical Language and Technical Terms
- Teach mathematical/technical terms
- Introduce a subject word bank
- Explain technical terms
- Highlight everyday words that have specific technical meanings
- Provide support for reading and writing e.g. read instructions aloud
- Check language of assignments as well as mathematical content

Appendix 6

Stage 1 Record Keeping Template

Record of Initial Concerns

Name of School:

Name of Pupil:

Class:

When was concern identified?

By whom:

Areas of concern:

Priority Actions	By When	How successful were these? (to be considered at review date)

Other personnel involved:

Parental involvement:

Date priority actions will be reviewed:

Where there has been limited or no apparent progress as a result of the actions that have been implemented, consultation with member of school senior management team with responsibility for ASN and / or ASN staff should take place to determine next steps

Today's date:

Appendix 7

Standardised Assessment Tools

Standardised Tools to Support Dyslexia Assessment

Assessment Focus	Age Group	Information
Reading		
York Assessment of Reading for Comprehension (YARC): Early Reading and Passage Reading Primary	Early Reading 4-7 years Passage Reading 5-11 years	• Early reading suite assesses letter sound knowledge, early word recognition, sound deletion and sound isolation at the early stage of learning to read • Passage reading assesses comprehension and fluency of fiction and non-fiction texts • Individually administered • Duration – approx 20 mins • www.gl-assessment.co.uk
York Assessment of Reading for Comprehension (YARC): Passage Reading Secondary	12-16 years	• Passage reading assesses accuracy, rate and comprehension of oral reading skills on fiction and non-fiction texts • Individually administered • Duration – approx 20 mins • www.gl-assessment.co.uk
Word Recognition and Phonics Skills Test (WRaPS) (3rd Edition)	4.5 to 9 years	• Assesses developing word recognition and phonics skills • Individually or group administered • Duration - 45-60 mins • www.hoddereducation.co.uk
Diagnostic Reading Analysis	7 to 16 years	• Oral reading test designed for use with less able readers • Individually administered • Duration – approx 15 mins • www.hoddertests.co.uk
Diagnostic Test of Word Reading Processes	6-12 years	• Assesses reading of regular words, exception words and non-words • Individually administered • Duration – approx 30 mins • www.gl-assessment.co.uk
Writing		
Detailed Assessment of Speed of Handwriting (DASH) 2007	9 to 16 years	• Assessed five different aspects of handwriting speed • Individually or group administered • Duration- approx 30 mins • www.pearsonclinical.co.uk
Spelling		
Graded Word Spelling Test (3rd ed.)	5 to 18+ years	• Individually or group administered • Duration- 20-30 mins • www.hoddereducation.co.uk
British Spelling Test Series 2 (BSTS2)	6 to 13 years	• Individually or group administered • Duration- 30 to 40 mins • www.gl-assessment.co.uk

Additional Factors		
Working Memory Rating Scale (WMRS)	5-18+ years	• Allows easy identification of **working memory** difficulties • Rating scale for completion by class teachers • www.pearsonclinical.co.uk
British Picture Vocabulary Scale (BPVS) 3rd Edition	3-16 years	• Assesses **receptive vocabulary** • Individually administered • Duration – approx 15 mins • www.gl-assessment.co.uk
Phonological Assessment Battery Primary (2) (PhAB2) Phonological Assessment Battery (PhAB)	5-11 years 6-14 years	• Includes 6 tests of **phonological processing** • Individually administered • Duration – approx 30 to 40 mins • www.gl-assessment.co.uk
Comprehensive Assessment Tools		
Wide Range Achievement Test (WRAT 4)	5-18+ years	• Includes tests of word reading, sentence comprehension, spelling and maths computation • Individual or group administration • Duration- 15 to 35 mins • www.pearsonclinical.co.uk
Screening Tools		
Dyslexia Screener Digital	5-16 years	• Individually administered • Untimed • Provides computer generated report • www.gl-assessment.co.uk
Dyslexia Portfolio	6-16 years	• Individually administered • Durations – approx 40 mins • Provides a computer generated report • www.gl-assessment.co.uk
Special Needs Assessment Profile (SNAP) SpLD Users Handbook v.3 & CD-ROM v3.5	5-14 years	• Gives a computer aided profile across 24 items • Individually administered • Duration – approx 10 mins per subtest • www.hoddereducation.co.uk
Lucid Cognitive Profiling System (CoPS)	4-8 years	• Nine subtests include phonological awareness, phoneme discrimination, auditory/visual short-term memory and visual/verbal sequencing • Individually administered – computer delivered • Timing varies depending on user • www.gl-assessment.co.uk
Lucid Assessment System for Schools (LASS 8-11 and LASS 11-15)	8-15 years	• Assessed visual memory, auditory-verbal memory, phonic reading skills, phonological processing, single word reading, sentence reading, spelling and reasoning • Computer delivered • Duration – 45 mins • www.gl-assessment.co.uk

Appendix 8

Suggested Interventions

Suggested Small Group and Individual Interventions

Focus of Support	Age Group	Information
Reading (including phonics)		
Nessy Learning Programme	5-16 years	• Individual support – encourages independent learning • Aims to improve reading, spelling and writing • Structured learning programme divided into 10 colour coded and animated islands • Includes strategies, computer games, worksheets and phonics activities • www.nessy.com
The Hornet Literacy Primer (Harry Cowling)	5 years and above	• Individual support from an adult (school staff, adult helper, parent, etc) or buddy • Manual to aid teaching of the basic rules and structures of English reading and spelling • www.wordwasp.com
Toe by Toe (Keda Cowling and Harry Cowling)	P4-S2 (approx)	• Individual support from an adult (school staff, adult helper, parent, etc) or buddy • Manual to aid the teaching of decoding skills for those with significant reading or spelling difficulties • www.toe-by-toe.co.uk
Stride Ahead (Keda Cowling and Frank Cowling)	Secondary (although can be used with older primary-aged children)	• Individual support from an adult (school staff, adult helper, parent, etc) or buddy • For learners who have difficulties with reading comprehension • Aims to develop automaticity in decoding to allow adequate attention for comprehension • www.kedapublications.co.uk
Precision Teaching	All Ages	• Individual support from an adult in school (teaching or support staff) • straightforward, engaging, systematic intervention for evaluating the impact of teaching • improves learners motivation as it accelerates progress and promotes fluency and mastery of a targeted skill area
Units of Sound	All ages	• Individual support – encourages independent learning • Computer programme providing a structured, cumulative and multisensory programme to teach reading and spelling • www.unitsofsound.com
Wordshark	5-15 years	• Individual support • uses more than 60 specially designed games to teach and reinforce reading and spelling • www.wordshark.co.uk
Dandelion Readers	5-8 years	• Individual / small group support • Series of decodable reading books for beginner and catch up readers • http://www.crossboweducation.com
Barrington Stoke books	All ages	• Individual / small group support • High interest, accessible books for struggling and/or reluctant readers • www.barringtonstoke.co.uk

Reading (continued)	Age Group	Focus of Support
Catch-up Readers	8-14+ years	• Individual / small group support • Age appropriate, decodable, synthetic phonic reading books for older, struggling readers e.g. Totem Series, Alba Series, The Magic Belt, etc • www.phonicbooks.co.uk
Rapid Readers	7-11 years	• Individual / small group support • Wide choice of high-interest/motivating fiction and non-fiction books for struggling readers • www.pearsonschoolsandfecolleges.co.uk
Writing		
Nessy Learning Programme	See previous	See previous
Go Write a Story	8-14 years	• Individual / small group support • Board game to stimulate ideas for story writing • www.thedyslexiashop.co.uk
Nessy Fingers	8-14 years	• Individual support • Programme designed to develop typing skills • Includes 9 typing games • www.nessy.com
Dance Mat Typing	All ages	• Free programme to develop typing skills • Available at www.bbc.co.uk/typing
Speed Up!	8-13 years	• Individual support • A multisensory course focusing on improving legibility, speed and fluency of handwriting • www.thedyslexiashop.co.uk
Spelling		
Nessy learning Programme	See previous	See previous
Toe by Toe	See previous	See previous
The Hornet Literacy Primer	See previous	See previous
The Word Wasp: (Harry Cowling)	10 years and above	• Individual support from an adult (school staff, adult helper, parent, etc) or buddy • Manual to aid teaching of the rules and structures of spelling • www.wordwasp.com
Precision Teaching	All ages	See previous
Stareway to Spelling (Keda Cowling, Kelsey Gerard and Frank Cowling)	7 years and above	• Individual support from an adult (school staff, adult helper, parent, etc) or buddy • Aids the correct spelling of common words • www.kedapublications.co.uk
Units of Sound	See previous	See previous
Wordshark	See previous	See previous

Appendix 9

Assessment Collation Form

Assessment Collation Form

Name of Pupil:	Date of Birth:
School:	Class:
Date Assessment Information Discussed:	

Areas of Assessment / Information Gathered	Comments (details of assessment including checklists, observations, contextual assessment, standardised assessments and any findings)
Reading	
Writing	
Spelling	
Associated Factors (language processing, phonological awareness, oral language, short term / working memory, sequencing / directionality, number skills, organisational ability	
Other Factors (e.g. emotional / behavioural, additional language, school attendance, fine / gross motor development, social / cultural, speech and language, visual factors)	
Teaching / Classroom Factors	

Does the collated assessment information indicate that the learner has identified difficulties with reading, writing and / or spelling (please specify)?

Have appropriate learning opportunities been provided to date (please give details)?

Proposed next steps (continue overleaf if required):