

Dyslexia

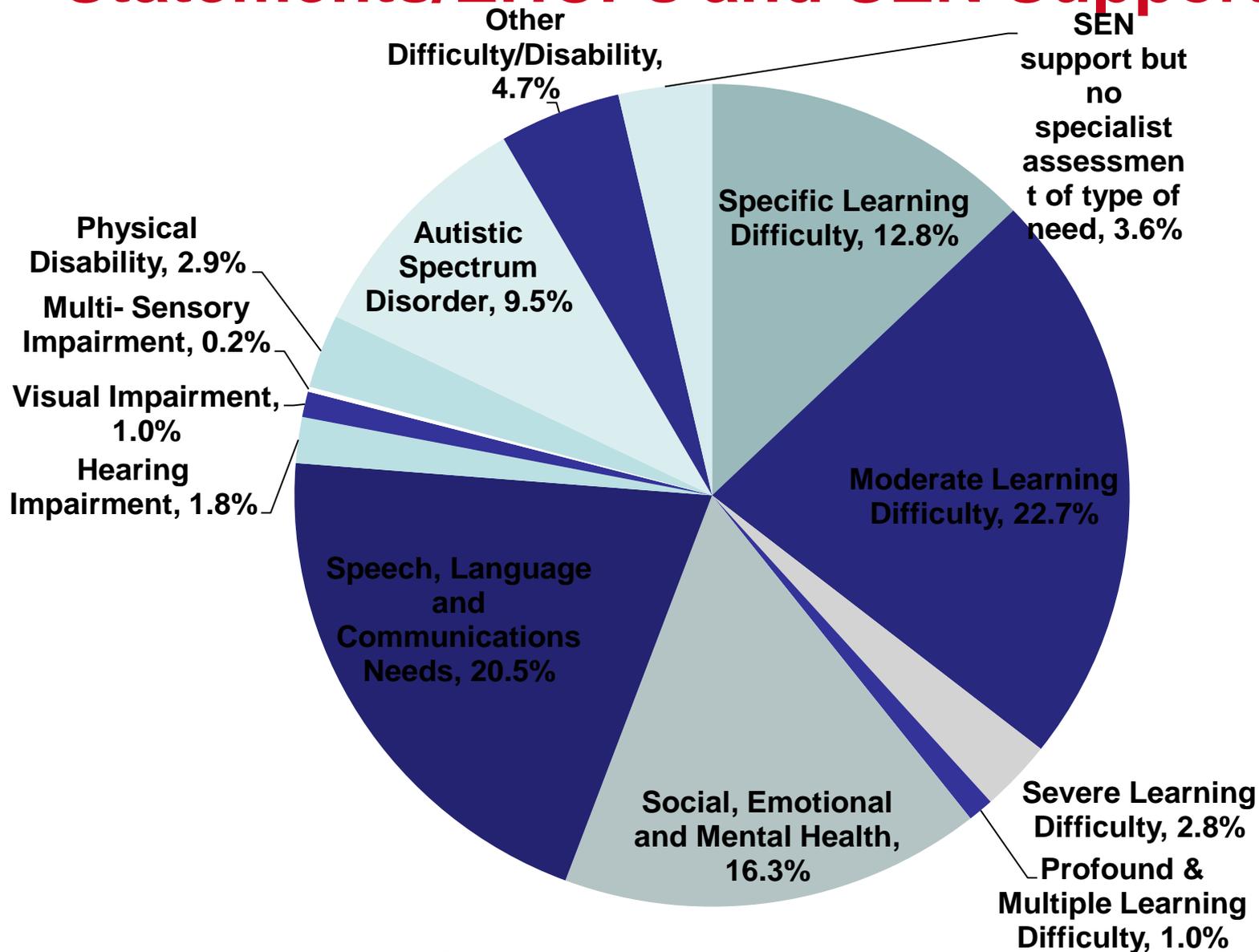
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Introduction

- Parents Conference - March 2017
- The working party
- Information and guidance for schools and parents on Specific Learning Difficulties - draft
- Primary Headteachers' Briefing – 31st Jan 2018
- SENCO conference – 8th March 2018
- Our Voice conference – today

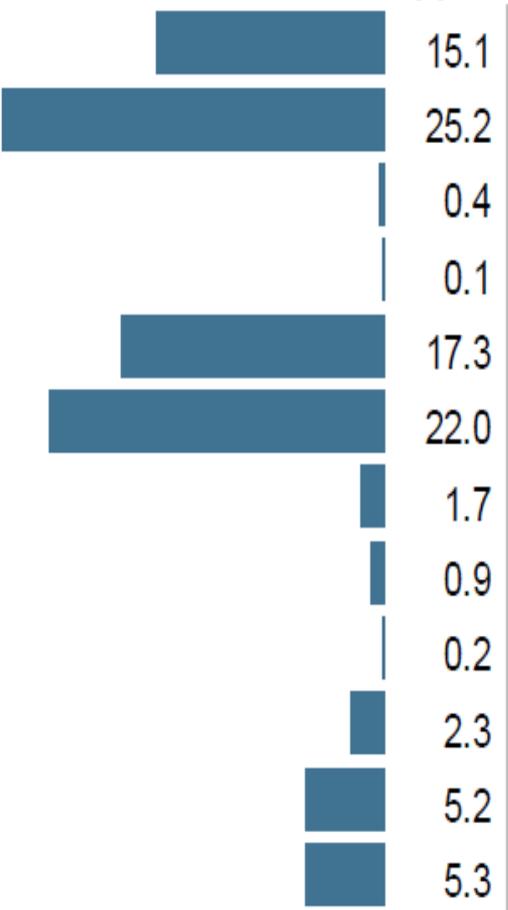
National Profile of primary need for Statements/EHCPs and SEN Support



Source: Schools census, January 2017

Percentage of pupils identified with each primary need

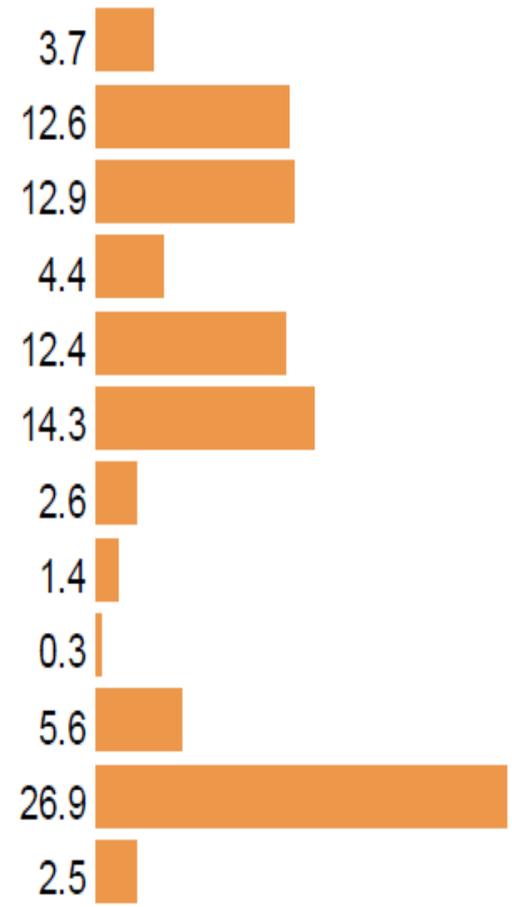
SEN Support



Primary Type of Need

Specific Learning Difficulty
 Moderate Learning Difficulty
 Severe Learning Difficulty
 Profound & Multiple Learning Difficulty
 Social, Emotional and Mental Health
 Speech, Language and Communications Needs
 Hearing Impairment
 Visual Impairment
 Multi-Sensory Impairment
 Physical Disability
 Autistic Spectrum Disorder
 Other Difficulty/Disability

Statement or EHC Plan



Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Pupils who may need SEN support

Pupils may need SEN support if:

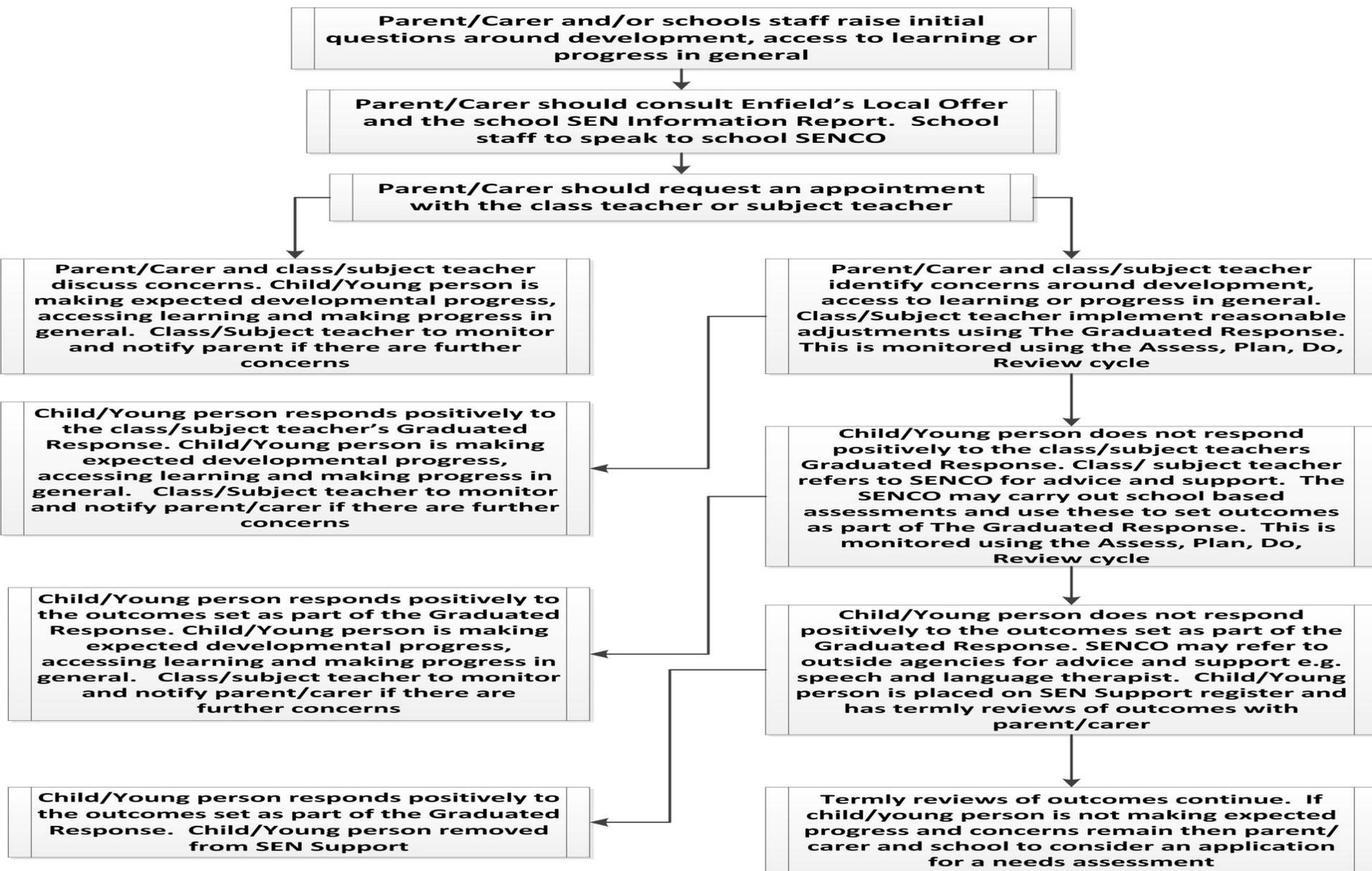
- Their needs are not ordinarily and consistently met through differentiation
- They are making progress at a slower rate than their peers due to SEN (not other factors e.g. attendance)
- They are making progress at a slower rate to that they have previously made due to SEN
- There are gaps due to difficulty retaining what has been taught

Pupils who may need SEN support

Children may need SEN support if they need:

- An individualised learning programme
- Small adjustments in the learning environment or approach of staff
- Withdrawal and/or parallel learning activities
- Extra help from a teacher or teaching assistant
- To work in a smaller group
- Monitoring of behaviour in class or at break times
- Scaffolds and/or adult support to participate
- Extra encouragement, e.g. to ask questions or to try something he/she finds difficult
- Help communicating with other children
- Close liaison with parents/carers
- Support with physical or personal care e.g. eating, getting around the school safely or using the toilet

Identification Flowchart (Best Practice)



An Enfield Parent's experience in working with a SENCO

What is Dyslexia?

- Dyslexia: from the Greek ‘dys’ (impaired) and ‘lexia’ (word)
- The **National Strategy** defines dyslexia as “marked and persistent problems at the word level”
- The **British Dyslexia Association (BDA)** describe dyslexia as a “hidden disability” thought to affect around 5 -10% of the population, 4% severely affected

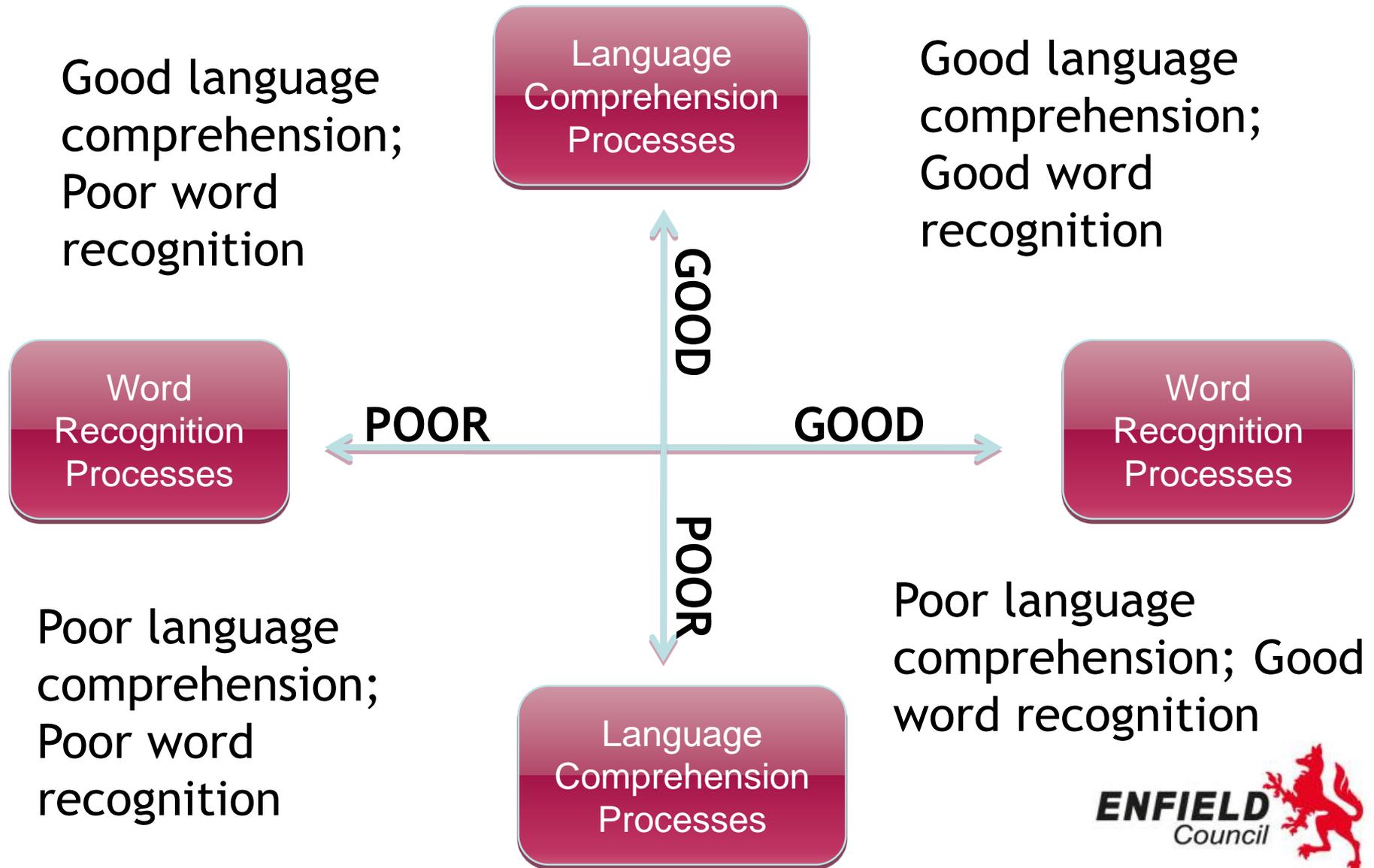
The British Psychological Society (BPS) (1999)

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

The Rose Report (2009)

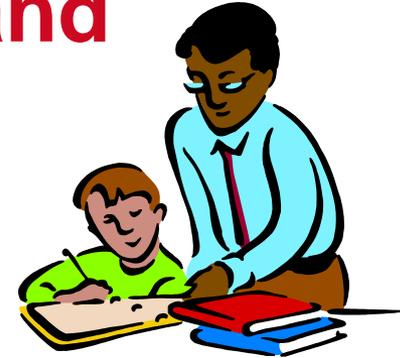
- ***Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.***
- *Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.*
- *Dyslexia occurs across the range of 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.*

Simple view of reading (DfES, 2006)



Developmental Phase	Signs of Dyslexic Type Difficulties
Preschool	Delayed or problematic speech Poor expressive language Poor rhyming skills Little interest/difficulty learning letters
Early school years	Poor letter-sound knowledge Poor phoneme awareness Poor word attack skills Idiosyncratic spelling Problems copying
Middle school years	Slow reading. Poor decoding skills when faced with new words. Phonetic and non-phonetic spelling. <i>Rose report (2009)</i>

What can schools, teachers and support staff do?



- Early identification of needs
- Work with parents
- Good Literacy teaching – multisensory approaches; ‘look, cover, remember, write’
- Creating a ‘dyslexia friendly school’ (see additional handout)
- Recognising individual strengths and learning styles (“if they don’t learn the way we teach them, we must teach them the way they learn.”)

What can you do to support your child?

- Work with the school or educational setting – make a plan, do it and then review it regularly
- Be loving and patient!
- Find out what works and do it at home
- Find out how their strengths can be used to support them
- Find out how they learn best e.g. visual, listening, acting out etc.
- Technology is your friend
- Make sure it's fun as well as appropriately challenging!

Assessment and identification of Dyslexia - The Graduated Response (SEND Code of Practice (2015))

- *All schools should have a clear approach to **identifying and responding to SEN***
- *The CoP outlines a staged model to assessment and intervention using **quality first teaching** and further **assessment and intervention** if needed .*
- *This approach has 4 parts and is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.'*

Assess Plan Do Review CoP (2015)



*'The SENCO and class teacher, **together** with the specialists [if required], and involving the pupil's parents, should consider a range of **evidence-based** and **effective teaching approaches**, **appropriate equipment**, **strategies and interventions** in order to support the child's progress. They should **agree the outcomes to be achieved through the support**, including a date by which progress will be **reviewed.**'*

The Rose Report (2009)

- Refers to the need for external support and advice, which is often in the most severe of cases:
- *‘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. External support and advice can be from an educational psychologist, specialist teacher and other professionals as necessary, such as a speech and language therapist, or occupational therapist.’*

Identification and support

- Some schools in Enfield do have appropriately qualified staff who can undertake the required specialist assessments. Other schools seek advice and guidance from external agencies.
- Enfield EPS works collaboratively with school staff, parents and professional partners within a 'consultation framework' and in line with the graduated response outlined in the CoP.
- Enfield EPS is a traded service and access to EP involvement is dependent on whether the school purchases the service and the school priority of need.

Is diagnosis necessary?

- No it's not!
- We do not need a diagnosis in order to put in support to meet needs, or to apply for an EHCP assessment, or special exam arrangements – all of these are based on needs.
- The most important thing is to work as a team with your child/young person and those around them in order to build up a good understanding of their strengths and needs.

As part of the graduated response the assessment process will typically include finding info on:

- the **learning opportunities** the child/young person has experienced;
- **evaluation of classroom teaching** across the curriculum, additional **support and interventions**;
- the **severity and persistence** of the problem with **reading and spelling**;
- **cognitive and learning skills** such as memory and processing skills;
- **social and emotional factors**, including the **child's self-perception and self-esteem** that may be contributing to the literacy difficulties

The Gift of Dyslexia by Ron Davis

“Dyslexic people are visual, multi-dimensional thinkers. We are intuitive and highly creative, and excel at hand-on learning. Because we think in pictures, it is sometimes hard for us to understand letters, numbers, symbols and written words. We can learn to read, write and study efficiently when we use methods geared to our unique learning style.”

Famous Dyslexics

“I, myself, was always recognized . . . as the “slow one” in the family. It was quite true, and I knew it and accepted it. Writing and spelling were always terribly difficult for me. My letters were without originality. I was . . . an extraordinarily bad speller and have remained so until this day. ”

- Agatha Christie

“Logic will get you from A to B. Imagination will take you everywhere.”

- Albert Einstein

A parent's experience

References

- British Dyslexia Association (BDA) *The Dyslexia Friendly Schools Pack*. Accessed on 22 November 2011 from:
<http://www.bdadyslexia.org.uk/information-and-activities/teachers-and-schools/dyslexia-friendly-schools-pack.html>
- DCSF (2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties* – report by Jim Rose.
- DfES (2006) *Independent Review of the Teaching of Early Reading* – report by Jim Rose.