

Dyslexia and Literacy Difficulties: Guidance for Schools in Haringey

This guidance has been developed to provide clear guidance regarding the assessment and definition of dyslexia and how best to support children and young people with severe and persistent literacy difficulties.

1. Definitions of Dyslexia

The Rose Report (2009) states that:

*“Dyslexia is best thought of as a **continuum, not a distinct category**, and there are no clear cut-off points. Until recently, a child was deemed to either have or not have dyslexia. It is now recognised that there is no sharp dividing line between having a learning difficulty such as dyslexia and not having it.”*

The continuum that is referred to, from mild to severe, helps to account for the differences in how pupils respond to support and intervention.

The Rose Report (2009) also provides a six-bullet working definition of dyslexia:

- 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, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, 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.

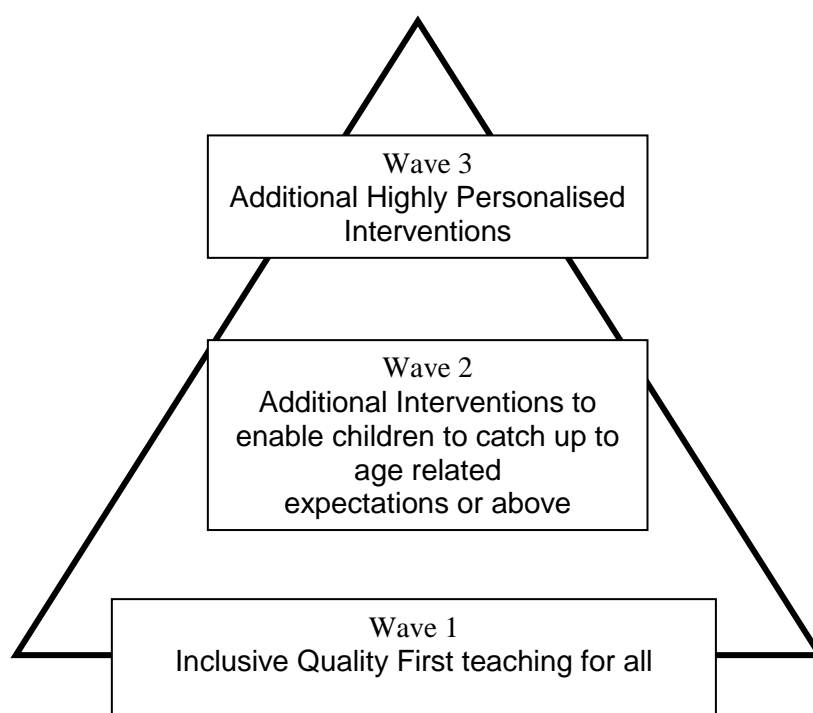
It should also be noted that there are often links between dyslexia, low self esteem and the development of emotional and behavioural difficulties. Early and effective support in overcoming the barriers to achievement presented by dyslexia is essential in securing children’s social and emotional adjustment and positive approaches to learning, as well as their educational attainment.

2. The development of literacy skills and how children and young people are assessed and monitored in schools in the UK

In order to further develop understanding of assessment and intervention with regard to dyslexia, it is important to review how literacy is taught in schools. Following on from the definitions provided above, a model of assessment over time is used in Haringey.

A staged model of assessment and intervention has been developed in schools in the UK to assist in assessment and intervention with children and young people who experience difficulties in their learning. The focus is on ensuring that all children are provided with quality teaching (wave 1) and that where pupils experience difficulties, additional assessment and intervention is developed. The 'layered approach' (also termed 'waves') to intervention enables schools to plan their provision using pupil progress data to ensure additional provision at Waves 2 and 3 is matched to the needs of their pupils. Primarily the purpose of an intervention is to accelerate progress and prevent the pupil falling behind their peers.

The Three Waves of Provision and intervention



Wave 1: quality first teaching for all

The majority of pupils can succeed through quality first teaching (Wave 1). Aspects of effective Wave 1 literacy provision at Key Stage 1 and Key Stage 2 should include high-quality systematic phonics teaching, use of the 'simple view of reading' (Appendix 2) and the careful tracking of progress. The simple view of reading (Rose 2006) with the two interacting dimensions, word recognition and language comprehension is seen as essential to pupils becoming skilled readers. The most effective schools understand the importance of high expectations and the use of accurate data. Quality first teaching means the vast majority of pupils will make good progress. Practice in effective schools indicates that the progress of all pupils is

tracked and pupil progress data is analysed on a regular basis. Analysis of progress data will identify the pupils who are falling below expectations and are below national age related norms.

Wave 2: targeted interventions

For some pupils, Wave 1 is insufficient to enable them to make good progress in literacy and they will require an intervention. These pupils may benefit from a time-limited small group intervention programme at Wave 2 to help them 'catch up' with their peers and reach age-related norms.

A number of Wave 2 interventions have been developed over time including Early Literacy Support (ELS) for Year 1, Year 3 Literacy Support (Y3LS) and other booster materials. They are successful when used with the right group of pupils who are able to maintain the fast pace of learning. Assessment materials within the programmes enable schools to select pupils who are suitable and will benefit from the intervention.

There may be some pupils who are assessed as unlikely to 'catch up' with age-related norms and therefore are unlikely to benefit from a Wave 2 intervention. Wave 2 should not be seen as a stepping stone to a Wave 3 intervention.

Wave 3: Individualised approaches

Wave 3 interventions are highly structured programmes delivered on a regular basis and focusing on the needs of the pupil. There are a small percentage of pupils who, even with high-quality Wave 1 and Wave 2 teaching and support, do not make progress and have significant and persistent needs. These pupils require a more structured and intensive programme that is tailored to their specific difficulties. Wave 3 is usually delivered as a one to one or sometimes within a small group programme by a teacher/teaching assistant who may have undertaken some additional training.

Wave 3 interventions include regular input, often on a daily basis (little and often). The aim of Wave 3 intervention is to reduce the gap between the pupil and their peers. We know that there is an optimum time to intervene, and early intervention is recommended. Primary schools should therefore have appropriate Wave 3 interventions in place at Key Stage 1 for those pupils who need them.

It is important that a pupil with identified literacy difficulties should receive intervention in Key Stage 1 rather than wait until Key Stage 2. Intervening early will prevent literacy failure becoming embedded.

Schools should have a clear and transparent process for delivering literacy interventions that includes the following information:

1. How pupils with literacy difficulties are identified and how interventions programmes are then made available to these pupils
2. How interventions at Wave 2 and Wave 3 are chosen and evaluated
3. How pupils receiving interventions are monitored

3. The assessment of severe and persistent literacy difficulties

Success with some pupils with the most severe problems may be difficult. There can be a small group of pupils who show a poor response to well-founded literacy interventions and who need intensive or specialised support. Factors that can place pupils at risk of not responding to interventions include:

- Having the lowest levels of phonological skill at the start of the intervention
- Being rated low on measures of attention and behaviour
- Adverse socio-economic circumstances
(Rose 2009)

In Haringey, assessment and identification of persistent and severe literacy difficulties relies upon a model of assessment over time and how well the individual has responded to intervention. A graduated approach to understanding the child's progress over time is emphasised and based upon the use of the waves framework. More specific guidance is provided below.

What schools should be able to provide from their own resources

The school budget share contains funding for individual pupils with statements of SEN if they receive 15 hours or more support per week.

Schools receive AEN funding that covers both AEN and SEN. This funding is intended to :

- support early intervention by enabling schools to target resources early and, usually, without the need for a Statement .
- support inclusive learning by enabling schools to focus on the needs of groups of learners and the arrangements that need to be made to enable them to make progress through the curriculum

When a child presents with difficulties in acquiring literacy skills schools should review the following:

- (i) The child's overall background history and progress. Information about their medical history, including vision and hearing is important.
- (ii) Information about a child's language skills and history of attendance at school.
- (iii) If a child speaks two or more languages, information is needed about the child's skills and progress in those languages.
- (iv) Children's progress through the school's chosen phonics programme should be closely monitored, e.g. using the 'Letters and Sounds' phonic tracker at <http://www.teachfind.com/national-strategies/letters-and-sounds-phonics-progress-tracking-sheet-%E2%80%93-2008%E2%80%932009>
- (v) Rate of learning progress; some children learn more slowly than others. This is often because they need more exposure and practice in order to remember what they are being taught.
- (vi) The child's approach to learning.

Schools should provide

- Structured reading and spelling programmes and appropriate teaching strategies known to be effective with children with dyslexia such as mind mapping
- Access to appropriate IT in the classroom, for example word processing, spell checkers, touch typing programmes
- Support for the development of sequencing, organisational and study skills
- Planned strategies to make sure the pupil's difficulties do not hold her/him back in other areas – for example alternatives to pencil and paper tasks and providing other methods of presenting and recording information
- Access to pastoral personal and social support so as to provide opportunities to discuss anxieties and frustrations and improve self-esteem and particularly, approaches to learning opportunities and learning based self-talk

The school should ensure that the child and all who work with her/him are aware of her/his strengths as well as the difficulties

Close monitoring enables teachers to identify children who are making slow progress and adjust their teaching to provide the additional experience and practice these children need.

In addition to regular observation and recording of pupils' progress in reading and writing, useful information can be gained on pupils causing particular concerns, by periodic assessment using curriculum based assessment and standardised reading and spelling tests.

Standardised tests allow comparison of each pupil to national norms, and sometimes reveal hitherto unrecognised poor performance. For example, where standards throughout the school are depressed, relative to national norms, individual children's difficulties may not be recognised.

Reading tests should include assessment of single word reading as well as reading comprehension. This allows identification of children who fall into each quadrant of the simple view of reading (appendix 2). Comparison of word reading and comprehension skills provides guidance on the aspects of reading that need to be worked on by individual pupils.

Concerns should always be shared with parents and carers, and they should be seen as partners in the search for improvement of the child's developing skills.

What the Local Authority (LA) should provide

The LA makes additional funding available to schools to meet the needs of children identified with SEN. This funding gives schools the ability to respond in a flexible way

to the needs of individual pupils. It is expected that the funding, and the specialist expertise and support the LA makes available centrally will enable the needs of almost all pupils to be met in their regular mainstream school.

The LA has a role in making available training and information to schools which could include :

- Making sure that schools are aware of local, regional and national initiatives, resources, training opportunities and research into dyslexia through providing regular briefings and conferences
- Providing schools with information and updates on identified best practice in planning Wave 2 and 3 provisions
- Providing schools with information for parents/carers on how the needs of children with dyslexic difficulties are met
- Providing schools with information about Parent Partnership Service and other dyslexia organisations

The LA has a role in making specialist advice available to schools. This can include information on undertaking more detailed assessments, advice on programme planning, advice on appropriate teaching approaches and resources.

Specialist assessment and diagnosis

There will be a number of children who will benefit from further specialist assessment. The specialist (using an in-depth comprehensive assessment) will seek to find reasons why the pupil is failing to progress. A number of these pupils will have co-occurring difficulties so it is likely that for some, more than one specialist may be involved in this process. The pupil's individual strengths and weaknesses will be examined in depth and the information gained can then shape the support. Where a learning difficulty is identified that requires special educational provision to be made, the pupil will be need to be at School Action Plus.

In Haringey there are a number of specialist teachers who have a specific qualification in dyslexia. A further cohort are currently undertaking specialist training. Schools may decide to cluster together to benefit from this specialist advice and support available. The LA holds a list of qualified teachers and can, on request, broker support for schools. Specialist teachers can identify children with dyslexia without needing the involvement of other professionals

It would be good practice for schools to begin the process of collating information using the Common Assessment Framework (CAF) to build up a holistic perspective on the child's needs . This does not need to be submitted as a referral at this stage

When school-based programmes of support have been consistently implemented and monitored and are failing to make a difference there may be a need for the school to seek external specialist support and advice.

The Rose Report (2009) refers to the need for external support and advice:

“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.”

A CAF should be completed and submitted to the CAF panel in order to access advice and support from an Educational Psychologist (EP). The CAF should include detailed evidence of interventions undertaken in school and strategies used. (See Appendix 4 Interventions and Outcomes Record)

Note that where a number of professionals are involved with a child, it is good practice to organise a Team Around the Child (TAC) meeting.

EPs will work together with school staff (not necessarily directly with the child) to achieve a better understanding of the factors that may be helping or hindering progress and to identify ways forward reducing the barriers to effective learning.

Where a detailed assessment from an educational psychologist is called for in order to achieve this understanding, the LA EP will carry out assessments of children and young people using the ‘assessment over time’ model. This is in addition to maintaining an interactionist perspective and a holistic view of the child / young person.

The assessment by the EP aims to develop an overall understanding of the child’s needs and relationships.

The EP aims to develop ‘working hypotheses’ and possible intervention strategies and to systematically evaluate practice.

The EP always aims to develop a working partnership with the parents / guardians, the young person and the school.

The assessment will seek information about a number of areas including:

- the learning opportunities the child has had and the teaching methods s/he has experienced
- evaluation of additional support and classroom teaching across the curriculum
- the severity and persistence of the problem with reading and spelling
- cognitive skills such as memory and processing
- the role that social and emotional responses, including the child’s self perception and self-esteem, may be playing in contributing to the literacy difficulties

EPs undertaking any detailed assessment will make use of the most recent professional guidelines available to them on appropriate assessment tools as well as up to date research relating to development of literacy skills and the barriers to such development.

Psychological assessment will:

- Ideally be conducted over time and in relation to different contexts
- Be formative and provide the necessary evidence to inform any required intervention
- Involve parents/carers and the young person as essential contributors to the process
- Consider the young person's strengths and difficulties
- Generate hypotheses that consider the range of issues
- Incorporate the child's understanding of his/her world
- Draw, where appropriate, on the views of other professionals and parents/carers

The primary purpose of a psychological assessment will be to clarify an appropriate teaching programme, rather than to arrive at a diagnosis. The assessment will, however, clarify difficulties by evaluating the three sections of the British Psychological Society (1999) definition:

- that the pupil is learning/has learnt accurate and fluent word reading and/or spelling very incompletely, or (in older children) continues to have difficulties in applying learnt skills in a classroom context
- that appropriate learning opportunities have been provided
- that progress has been made only as a result of much additional effort/instruction and that difficulties have, nevertheless persisted

A small and exceptional number of children and young people who may need a statutory assessment and which may indicate that a statement of SEN is appropriate.

Policy Review

This policy was written in April 2011 by a multi-agency team including Educational Psychology Service and School Improvement Service in consultation with SENCos and Inclusion Managers.

APPENDICES

Appendix 1: Dyslexia Friendly Schools

The development of 'Dyslexia Friendly' Schools

In Haringey, schools are encouraged to develop an overall approach to supporting children and young people with literacy needs. The term 'Dyslexia Friendly' Schools is a useful one.

In dyslexia friendly schools, the focus is changed from establishing what is wrong with the child in order to make them 'better,' to what is right in the classroom in order to enhance the effectiveness of learning. The following principles provide an overview to the approach:

- Dyslexia-friendly approaches benefit all children.
- Many of the strategies that help children with dyslexia are relatively simple to establish.
- A whole-school approach means that all children are included.
- All adults in the school will understand the difficulties and approaches to support these.
- Children will experience consistency in good practice from year to year.
- Dyslexia Friendly schools recognise the importance of working together with Parents, Guardians and / or Carers.

Dyslexia Friendly Schools Checklist (IDP)

The following checklist may help schools to put together their evidence to support their application for Dyslexia Friendly Status. The examples written in are suggestions and may be replaced or added to by schools that have alternative evidence.

The school has a whole school approach to dyslexia with support from SMT and the governing Body, which promotes consistent messages	
Example	Evidence
Dyslexia is discussed at SMT meetings and governor meetings	
Decisions made at SMT meetings are disseminated to all staff.	
The full range of learning needs is taken into account and teaching and support should be tailored towards supporting this variety.	
Progress through Waves 1 and 2 is evident for all children who are now on Wave 3	

We recognise all children's strengths and make sure that they have opportunities to demonstrate them: for example, a child who has difficulty with word-level work may shine in oral work and shared reading.	
Children have study buddies whose skills complement their own	
We make arrangements for any text that a child will struggle to read (written instruction, word problems in mathematics etc) to be read to them by a 'study buddy', teaching assistant or teacher.	
We avoid asking dyslexic children to copy from a blackboard, whiteboard or OHP, as they may struggle to find their place. Instead we have them work with a study buddy, or we jot things down for them, or use a photocopied transcript.	
We make frequent use of techniques that work for visual and kinaesthetic learners, as well as those that work for auditory/verbal learners – e.g., <ul style="list-style-type: none"> ▪ mind mapping as a way of recording ideas or planning writing ▪ providing diagrams. 	

The progress of children is carefully monitored so that effective teaching methods can be determined and continued.	
Targets set for children will be realistic, challenging and measurable and will be reported on at each review	
Where relevant targets will be set across other areas as well as literacy.	

Schools need to ensure that all the staff, including teacher, nursery nurses, and classroom assistants have the training and understanding necessary for them to contribute to the dyslexia friendly nature of the school and to support the learning needs of individual children.	
Whole school training undertaken	
Courses attended by individual members of staff	

Access to appropriate resources	
School's SEN budget not attached to individual children	
How SEN budget is used (This should not include funding for Wave 2 interventions)	
School's SEN budget attached to individual children and how this is spent.	

The marking and assessment policy for the school will take into account the needs of dyslexic pupils	
We make sure we use the special arrangements available for National Curriculum test for children with special educational needs	
We have a marking policy that is used consistently throughout the school. This ensures that marking is used constructively to identify teaching points and that these are followed up.	
Marking is used to ensure that the work has been suitably differentiated for the pupil so that the number of	

errors made is limited.	
-------------------------	--

The school's homework policy should take into account the difficulties of dyslexic children.	
We write down homework instructions so that the child can concentrate on listening to the teacher, and not misunderstand what needs to be done	
We liaise with parents about the amount of time that homework takes, recognising that it may take a dyslexic child a lot longer to complete a written task.	

The school will be able to demonstrate that they have encouraged maximum participation by parents.	
We listen to parents' or carers' concerns and make sure that they are clear about what is being done to help their child and how they can contribute.	
We offer support/advice/ training to parents on helping their children with literacy.	

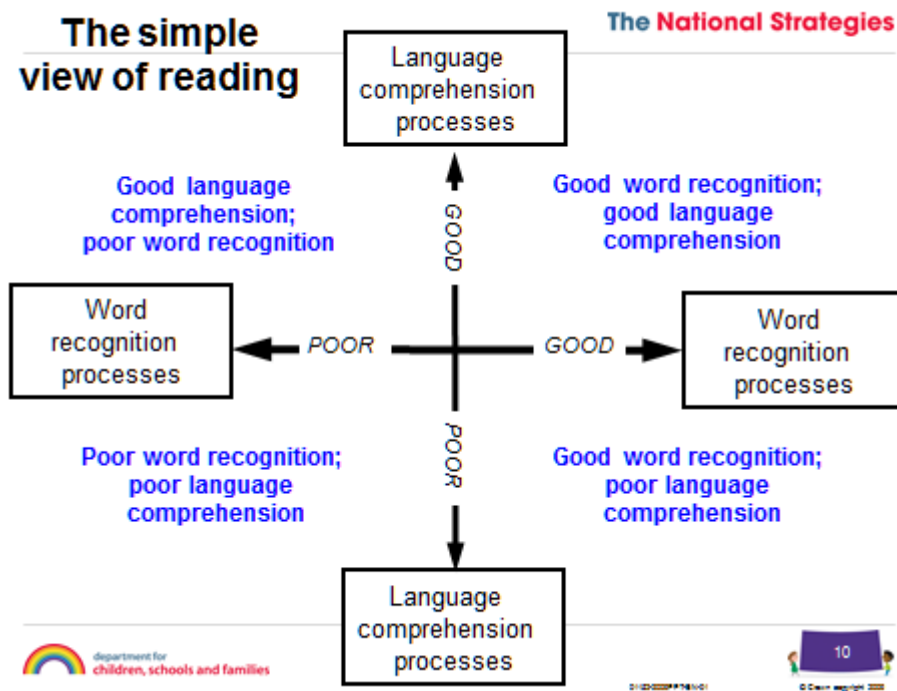
The school works actively to maintain and promote the self-esteem of pupils with dyslexia.	
We frequently praise children's ideas, effort and any success in reaching personal targets, using at least four positive comments to every on negative so as to boost their self-esteem.	
We encourage a positive view of dyslexia amongst children – helping the class to understand what dyslexia	

means and talking about positive role models (talented adults, celebrities etc.)	
We acknowledge that dyslexic children may know something one day and forget it the next, may lose or forget equipment they need. We avoid getting cross with them when this happens; instead we help them to develop organisational strategies linked to their personal learning styles.	
We never ask a child with dyslexic difficulties to read aloud in front of other children, unless they volunteer.	

The school works cooperatively with outside support agencies to identify and meet the needs of dyslexic pupils.	
There are systems in place to identify pupils who may have dyslexia at an early stage.	
When outside help is sought the suggestions are incorporated into IEPs or pupil profiles and progress is monitored.	
When outside teaching support is used there is good liaison and there is a single programme that is followed in the classroom and in any withdrawal teaching.	

Appendix 2: The Simple View of Reading

Reading is more than simply the ability to read separate words; it must also involve the ability to assemble grammatical structures and derive meaning from them. Gough and Tunmer (1986) refer to this as the simple view of reading. The Rose Report (2006) on the early teaching of reading, recommended the use of this model.



Appendix 3: List of recommended approaches and interventions

Taken from The Dyslexia SpLD Trust Website

'What works for children with reading, writing and spelling difficulties is an outline of the approaches as detailed below

A.R.R.O.W. (Aural – Read – Record – Oral – Write)
Academy of Reading®
AcceleRead AcceleWrite
Better Reading Partnerships
Catch Up Literacy
Corrective Reading
Cued Spelling
ENABLE (Enhancing Attainment in Basic Literacy)
ENABLE-PLUS (Key Stage 3)
FFT Wave 3
Inference Training
Interactive Assessment and Teaching
Lexia Reading
Paired Reading
Personalised Learning
Phono-Graphix™
Precision teaching
RAPID
Read Write Inc.
Read Write Inc. Fresh Start
Reading Intervention
Reading Recovery
RITA (Reader's Intelligent Teaching Assistant)
Sound Discovery®
Sound Reading System
THRASS (Teaching Handwriting, Reading and Spelling Skills)
Toe By Toe®
Write Away Together

Appendix 4: Interventions and outcomes record

Name.....

Date

Name/Description of Programme	
How often is the programme delivered (e.g. daily, 2x per week, weekly)?	
Is the programme delivered in the context of 1:1, 1:2 or small group ?	
Who is the programme delivered by (e.g. SENCo, teacher, TA)?	
Start Date of Programme	
End Date of Programme	
What was the child's baseline level at start date? (e.g. number of words able to read/spell from specific list, reading age, spelling age)	
What was the child's level at the end date?	
Comments on progress	

Appendix 5: Access Arrangements and Dyslexia

It is the responsibility of the school to ensure equal access to tests for all students who need it.

JCQ (Joint Council for Qualifications) publishes regulations giving the requirements for GCSE and A level examinations

QCA (Qualifications and Curriculum Authority) does the same for National Curriculum Assessments for Key Stages 2.

There can be different types of access arrangements for tests and exams according to individual's needs. These include the following: reader, scribe, additional time, use of ICT, separate room and there are others.

Children and young people who have been identified with dyslexia are not automatically entitled to access arrangements in National Curriculum assessments or GCSE and A level examinations.

For further information, see

www.qcda.gov.uk/assessment

www.jcq.org.uk/

References

The British Dyslexia Association
<http://www.bdadyslexia.org.uk/>

Dyslexia-SpLD Trust <http://www.thedyslexia-spldtrust.org.uk/>

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

Brooks G (2007) What works for pupils with literacy difficulties ? (DCSF)
http://publications.education.gov.uk/eOrderingDownload/pri_lit_what_works0068807.pdf

Gough, P. B. & Tunmer, W. E. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6-10.

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

Useful websites

The Dyslexia Trust
<http://www.interventionsforliteracy.org.uk/>

The professional association of teachers of students with specific learning difficulties (PATOSS)
<http://www.patoss-dyslexia.org/>

Dyslexia Action
<http://www.dyslexiaaction.org.uk/>

Inclusion Development Programme (IDP) – Primary and Secondary: Teaching and supporting pupils with dyslexia
<http://nationalstrategies.standards.dcsf.gov.uk/node/450517>

British Dyslexia Association
<http://www.bdadyslexia.org.uk/>