

Guidance on identifying dyslexia and supporting children and young people (CYP) who have persistent difficulties in acquiring literacy skills

This guidance has been collaboratively coproduced through consultation with representatives including: Headteachers, Educational Psychologists, Specific Learning Difficulties Advisory Teachers and Parents.

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1. Literacy skills

Literacy is defined as the ability to read and write and there are many different skills needed in order to become literate. These include the ability to decode words, read fluently, read for meaning, spell and write, as well as other associated processes, such as, oral/aural language skills and motor skills supporting writing.

Children acquire literacy skills at different ages and at differing rates, and as a result start school with varying levels of literacy. After a period of teaching, some children demonstrate difficulty learning to read and write. Over time, these difficulties can be persistent, lead to considerable distress and loss of interest in learning.

It is important that delays are identified as soon as possible, as early identification and intervention for literacy difficulties have been shown to be more effective early in a child's education than interventions for older children¹.

2. Definition of Dyslexia

Persistent difficulties with literacy (reading and spelling) are perhaps the most well known and most prevalent of all educational difficulties.

Opinions vary, but it is estimated that about 5 to 10% of the British population has dyslexia². On average this is one to three CYP per a class of 30.

There is absolutely no doubt that some children have difficulties learning to read and spell for reasons other than poor teaching or due to profound/severe learning difficulties/disability.

Currently there is no universally accepted definition of dyslexia that is based on scientific findings. Hertfordshire ISL has agreed to define dyslexia based on three widely recognised definitions from:

The Rose Report³ (2009),

The British Psychological Society⁴ (2005)

¹ Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties. *The promise of response to intervention: Evaluating current science and practice*, 78-112.

² Government Digital Service, October 2017

³ Rose, J. (2009). *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: DCSF.

⁴ British Psychological Society (2005). *Dyslexia, Literacy and Psychological Assessment*. Leicester: BPS.

The current British Dyslexia Association⁵

Dyslexia is a term used to describe difficulties with developing and acquiring accurate and fluent word reading and/or spelling, which is **severe and persistent** in nature despite personalised learning opportunities (ie differentiated learning *based on identified strengths and difficulties*) and evidenced-based intervention, (ie there is strong research to suggest that the interventions produce the expected and desired outcomes.)

Dyslexia is underpinned by difficulties in some or all of the following:

- Phonological awareness: the ability to identify, perceive and manipulate sounds in words
- Verbal memory: the ability to store, process and manipulate verbal information
- Verbal processing speed: the ability to retrieve familiar words quickly and accurately
- Visual processing speed: the ability to visually recognise familiar words/symbols/patterns quickly and accurately

Dyslexia should be recognised as a **continuum** (from mild to severe) across a range of abilities rather than a discrepancy between intelligence and literacy skills.

Co-occurring difficulties may be seen in aspects of language, motor coordination and personal organisation, but these are not by themselves markers of dyslexia.

An **assessment of dyslexia is a process** not an event and should happen over time, taking into account a child/young person's patterns of strength and needs⁶.

The term dyslexia is a social construct rather than a medical diagnosis. The term dyslexia is embedded into Western culture and so is likely to continue to be used for social and political reasons.

Many people who have been identified as being dyslexic find the 'label' useful and are relieved that their difficulties have been identified and acknowledged. Hence, any challenge to the usefulness of the term dyslexia is often met with strong and emotionally charged resistance.

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- ⁶ Hulme, C. & Snowling, M.
(2016). Reading disorders and dyslexia. *Current Opinions in Pediatrics*, 28(6), 731-735.

⁵ [British Dyslexia Association - What are specific learning difficulties](#)

- Snowling, M. (2013). Early identification and interventions for dyslexia: a contemporary view. *Journal of Research in Special Educational Needs*, 13(1), 7-14.
- Elliot, J.G. & Grigorenko, E.L. (2014). *The Dyslexia Debate*. New York: Cambridge University Press.
- House of Commons Science and Technology Committee (2009). *Evidence Check 1: Early Literacy Interventions*. London: The Stationery Office Limited.
- Kirby, P. (2018). A brief history of dyslexia. *The Psychologist*, 31(3), 58-61.

Recent research has concluded:

- Literacy difficulties arise for many different reasons. Hence, a model that assumes one main cause or a single 'typical dyslexic profile' for children with literacy difficulties is too simplistic.
- Research shows that it is difficult to reliably distinguish dyslexics from other poor readers.
- What works for children with dyslexia also works for children with literacy difficulties. This includes assessing the impact of intervention and making adaptations based on an individual pupil's strengths, difficulties and response to intervention.
- Dyslexia relates to decoding skills, ie sounding out and blending letters to read and spell words as opposed to understanding the meaning of those words.

Dyslexia is perhaps best thought of as an umbrella term that indicates that a CYP has persistent difficulties with literacy, whilst acknowledging that the exact nature of the difficulties may vary for each individual CYP.

3. Assessment of Literacy skills and difficulties including dyslexia

"There is only one point in assessment and that is that it results in action... The first step in identifying that children and young people may have dyslexia is to notice those making poor progress in comparison with their typically developing peers, despite high quality Wave 1 teaching" (Rose 2009). Wave 1 teaching is also known as quality first teaching and is about what should be on offer for all CYP: the effective inclusion of all CYP in high-quality everyday personalised teaching.

When a child or young person is not making expected progress in their literacy skills, **teachers are best placed** to complete an accurate school-based assessment in order to inform an appropriate intervention.

There is no single test which will indicate dyslexia; rather there are a range of materials that can be used effectively by schools, available on the Local Offer, **see Appendix 2**.

The expected procedure is that the assessment of literacy development will be ongoing (**see Appendix 1, Hertfordshire Targeted Services Offer for SpLD**). These assessments can measure reading accuracy, reading fluency, reading comprehension, spelling, and writing and will identify the specific areas of literacy that need improving.

For those children whose literacy difficulties are persistent and not responsive to the evidence-based interventions delivered over time, following the assess, plan, do, review model, more specific assessments of strength and needs and bespoke interventions (based on these assessments) may be required.

"Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies." (6.58 SEN Code of Practice 2015)

A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists." (6:59 SEN Code of Practice 2015)

In line with the Hertfordshire graduated approach, Specialist services such as ISL Specific Learning Difficulties (SpLD) Advisory Teachers or Educational Psychology Service (EPS) can become involved if:

Schools are able to evidence that they have delivered quality first teaching, ie, the effective inclusion of all CYP in high-quality everyday personalised teaching and

- Dyslexia friendly classrooms (**see Appendix 3**)
- Baseline assessments are in place and both universal and targeted support has been delivered and has been monitored consistently. Support has been based on evidence based interventions which have been delivered appropriately
- The CYP is not making progress or making only very limited progress and remains significantly behind their peers in literacy skills.

If the CYP meets the thresholds for involvement from ISL (see SpLD Targeted Services Offer, **Appendix 1**), a SpLD Specialist Advisory Teacher or Educational Psychologist (EP) may be involved as follows:

- Consultation with school staff and parents to explore interventions that have been put in place, look at pupil assessment information and make further recommendations on teaching and learning strategies. They may work with the school staff to achieve a better understanding of the factors that may be preventing the child from making progress
- The SpLD teacher may contribute to staff development by providing dyslexia training and model specific interventions relevant to the child's needs.
- Work directly with the CYP to complete a detailed assessment of their strengths and difficulties and recommend targeted interventions based on the findings of the assessment. These should then be reviewed.

It is the responsibility of the school/setting to implement, monitor and review advice given by ISL professionals.

The **SpLD Advisory Teacher** should be involved in the first instance if there is a specific, persistent literacy need.

The **Educational Psychologist** will be involved in cases that are complex, for example, when literacy difficulties/dyslexia contribute to social, emotional and mental health needs.

The EP may suggest further involvement from the SpLD Advisory Teacher should a specific and persistent literacy need be identified when involved in supporting a CYP who has complex needs.

Additional assessments pertaining to phonic knowledge, phonological awareness, verbal working memory and visual perceptual/processing speed are sometimes completed by SpLD Specialist Advisory and/or Educational Psychologists as part of identifying strategies for teaching staff or to identify best practice and evidence-based intervention.

EPs and SpLD Specialist Advisory Teachers may use tests of cognitive functioning. These tests sometimes show that children and young people with literacy difficulties also have difficulties with cognitive processes such as memory, processing and language.

Cognitive assessments can be useful for overall educational planning and ensuring that there is the appropriate level of intellectual challenge in lessons. However, cognitive assessments do not provide the information needed to plan literacy interventions and they should not be used to predict progress in literacy.

The EP and SpLD Advisory Services carry out assessments that focus on identifying evidenced-based intervention and teaching strategies to support CYP in making progress in their learning and attainment.

If through assessment CYP are identified as meeting criteria of dyslexia as outlined in the HCC ISL definition, this will be stated in written reports.

Assessment over time and monitoring of the CYP's response to teaching is now accepted as the most effective way of identifying literacy difficulties⁶, informing intervention and determining the rate of progress.

4. Intervention and support

See **Appendix 1** - Hertfordshire targeted services offer for specific learning difficulties
Understanding the needs of the CYP

It is important that both the individual literacy skills causing concern and the CYP's ability to understand the content of lessons are considered when planning a support package.

When planning any support, the emotional well-being and confidence of the CYP should be prioritised, with all adults having a clear understanding of the CYP's needs.

All CYP are entitled to fair access to the relevant support to meet their needs, including dyslexia, that enables them to progress.

Accessing the curriculum

Accurate assessment will determine whether the CYP's needs support in all areas of the curriculum or only in the areas that have a high written component. Cognitive assessment for CYP with literacy difficulties can be used to ensure schools provide appropriate intellectual challenge in all lessons.

Reasonable adjustments need to be in place to compensate for any literacy difficulties. Examples of reasonable adjustments in lessons include alternative methods of reading (e.g. reading pens, readers) and alternative methods of recording (e.g. scribes, touch typing,

⁶ Vaughn, S. & Fuchs, L.S. (2003). Redefining Learning Disabilities as Inadequate Response to Instruction: The Promise and Potential Problems. *Learning Disability: Research & Practice*, 18(3), 137-146.

voice-activated software) and special arrangements to support verbal working memory and processing speed difficulties (e.g. additional time, avoiding unnecessary copying).

An accurate assessment of literacy skills is required to identify the specific areas to address. The content of an intervention will depend on the areas of literacy causing concern and their associated pre-requisite skills.

It is important that the teaching methods used within any intervention are shown in research to be effective.

Research emphasises that focusing on how and what children and young people are taught is more important than school structures, organisation, or where they are taught.

If the teaching is structured well, this is more effective than other factors such as ability grouping, class size, individualised teaching and spending more money⁷.

Research shows that teaching and interventions are most effective when the following are included:

- **Distributed practice**, i.e. short, frequent teaching sessions (a little but often approach), that incorporate practise of identified skills, as this addresses any identified working memory deficits⁸;
- **Teaching of skills to fluency and generalisation**, as well as accuracy⁹, by ensuring that there are sufficient opportunities for children and young people to practise the skills before moving on;
- A structured approach using task analysis that ensures **one new skill is taught at a time**, and includes **mixing old and new learning**, which minimises forgetting¹⁰; e.g. Precision Monitoring¹¹

⁷ Hattie, J. (2009). *Visible Learning*. London: Routledge.

⁸ Baddeley, A. (1997). *Human Memory: Theory & Practice*. Hove: Psychology Press.

⁹ Haring, N.G. & Eaton, M.D. (1978). Systematic instructional procedures: An instructional hierarchy. In N.G. Haring (ed), *The Fourth R: Research in the classroom* (p23-40). Columbus, Ohio: Charles E. Merrill.

¹⁰ Solity, J.S. (2008). *The Learning Revolution*.

¹¹ Roberts, W. & Norwich, B. (2010). Using precision teaching to enhance the word reading skills and academic self-concept of secondary school students: A role for professional educational psychologists. *Educational Psychology in Practice*, 26(3), 279-298.

- Ensuring **CYP are fully informed** about the purpose of interventions, their achievements and rate of progress;
- **Peer-assisted learning**¹² (e.g. Paired Reading¹⁴);
- Utilising appropriately **trained teaching assistants** to implement well-founded interventions

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- The **multi-sensory teaching approach** is often referred to as a core feature of specialist dyslexia intervention and can support learning as part of a structured, cumulative teaching programme as outlined above¹³.

5. Framework for support

The Code of Practice (2015) provides statutory guidance for organisations that work with CYP who have special educational needs and/or disabilities (SEND), on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. The Code stipulates a process of **Assess, Plan, Do, Review** in identifying and meeting CYP's SEND needs. This is also referred to as the Graduated Response.

Assessment through teaching provides a framework for the Assess, Plan, Do, Review process. It supports teachers and teaching assistants, in monitoring the CYP's access to the curriculum and response to a skill-based intervention. This takes into account assessments over time and emphasises the importance of analysing the teaching when reviewing a CYP's progress. Table 2 in the Appendix illustrates how this can be used to address literacy needs.

Using the Assessment through teaching model to address literacy difficulties

¹² Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, D., Major, L.E. & Coe, R. (2013). *The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. London: Education Endowment Foundation. ¹⁴ Topping, K. (1995). *Paired Reading, Spelling and Writing*. Cassell.

¹³ Brooks, G. (2007). *What works with pupils with literacy difficulties? The effectiveness of intervention schemes*. London: Department for Education and Skills.

<p>Steps of Assessment through Teaching Framework In line with Code of Practice17</p>	<p>Practical Implications</p>
<p>Step One ASSESS</p>	<p>Ensure assessment includes:</p> <ul style="list-style-type: none"> ● Standardised assessments of word level reading and spelling skills; ● Curriculum-based assessments (school assessment); ● Skill-based assessments (eg, the SpLD Service assessments available via The Local Offer website) ● Identifying strengths as well as difficulties

<p>Steps of Assessment through Teaching Framework In line with Code of Practice17</p>	<p>Practical Implications</p>
<p>Step Two PLAN</p>	<p>Organise whole class teaching so that:</p> <ul style="list-style-type: none"> ● What is being taught is clear; ● Teaching support staff are clear what is expected of them by sharing lesson plans with them in advance; ● Task analysis caters for all cognitive and linguistic skill levels. <ul style="list-style-type: none"> • Build in opportunities so that strengths are celebrated <p>Organise interventions so that:</p> <ul style="list-style-type: none"> ● Accurate assessment has been completed to identify the areas of literacy that need targeting; ● The focus is on skills that are most useful and that can be generalised; ● Skills that are readily confused are separated; ● One skill is being identified to teach; ● The most useful skills are taught first; ● Ensure teaching assistants are appropriately trained and equipped. ● Identified strengths are to be used to plan learning

Steps of Assessment through Teaching Framework In line with Code of Practice17	Practical Implications
<p>Step Three</p> <p>DO</p>	<p>Organise whole class teaching so that:</p> <ul style="list-style-type: none"> • Reasonable adjustments are in place to enable all CYP to access (read) and produce (write) the written word using alternative methods of reading and recording, as required. Whole class teaching is made explicit across the range of cognitive and linguistic skills through: • Clear differentiation; • Reducing task demand to match need; • Use of questioning and feedback; • Use of mediation strategies, ie teaching CYP to self-scaffold. <p>Organise specialist interventions so that:</p> <ul style="list-style-type: none"> • One skill at a time is taught; • All skills are taught to high levels of fluency (practice); • New skills are taught directly and explicitly; • Skills are taught in a range of contexts; • Old and new learning are mixed. <p>Monitor implementation and progress to ensure provision is matched to need.</p> <p>Teach meta-cognitive skills so that:</p> <ul style="list-style-type: none"> • Children understand what is being taught and why. <p>Organise the learning environment so that:</p> <ul style="list-style-type: none"> • All teaching staff are trained in determining what to teach and how to teach it; • Alternative methods for reading and recording are accessible; • Students are grouped amongst peers with a range of skill levels; • There are frequent opportunities for practice; • Teaching assistants and peers are used to the greatest effect.

<p>Step Four REVIEW</p>	<p>Ensure that the access to the curriculum is evaluated by assessing the effectiveness of the reasonable adjustments.</p> <p>Ensure that evaluation of interventions includes assessment of:</p> <ul style="list-style-type: none"> • Accuracy, fluency and generalisation • New and old learning • Self-esteem and well-being <p>Ensure that CYP are aware of their progress and the next steps in moving learning forward.</p>
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6. Interventions not evidenced-based

Cognitive interventions, including memory training, and other complementary measures, such as targeting visual processing through the use of coloured lenses, have yet to demonstrate their effectiveness in improving reading¹⁶.

Some children who struggle with reading report experiencing visual discomfort or distortions due to the light reflected from written materials. This has become known as scotopic sensitivity or Meares-Irlen Syndrome.

Children who struggle with reading may be more susceptible to visual stress as they need to focus on the text more than fluent readers.

The use of coloured lenses, coloured overlays and using different colour paper have been recommended by optometrists to reduce the visual stress and make reading words less uncomfortable; where this has been professionally recommended, it should be implemented.

However, this visual sensitivity is not the cause of the reading difficulty and there is no research evidence to support a relationship between the use of these visual interventions and reading gains.

In order to improve reading, the focus needs to be on implementing specific reading interventions. CYP with vision difficulties should be referred to an appropriate vision professional, e.g. Orthoptist, Optometrist or Ophthalmologist.

7. Provision in Hertfordshire

The majority of CYP's needs in this area should be met within the graduated response as described in the SEND Code of Practice within mainstream schools via SEN Support.

It is the school's statutory responsibility to meet these needs from their delegated budget.

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- ¹⁶ Pennington, B. F. (2011). Controversial therapies for dyslexia. *Perspectives on language and literacy: a quarterly publication of the International Dyslexia Association*, 37.
 - Henderson, L. M., Tsogka, N., & Snowling, M. J. (2013). Questioning the benefits that coloured overlays can have for reading in students with and without dyslexia. *Journal of Research in Special Educational Needs*, 13(1), 57-65.

Most CYP's needs are met using a structured and systematic framework within school that incorporates the recommendations detailed in this document to varying intensity.

Schools can request support and guidance from the **SpLD Advisory Teachers** as outlined in *Hertfordshire County Council - Targeted Services Offer for Specific learning difficulties* (see Local Offer)

The Educational Psychology Service can provide consultation, training and support in effective evidenced-based interventions, e.g. the Psychology Assistants provide training and support in Precision Monitoring, which can be accessed via the School Contact Educational Psychologist or through the DSPLs (Delivering Special Provision Locally).

Very occasionally, concerns about a CYP's literacy level and progress continues despite a rigorous Assess, Plan, Do, Review framework that incorporates Statutory Advice and recommendations from specialist support services. In such cases, further assessment can be requested from the Local Authority through an Education, Health and Care (EHC) Needs Assessment in line with the SEND Code of Practice.

If an EHC Plan is in place, monitoring of the CYP's progress in response to intervention transfers to the Local Authority, in partnership with parents/carers and schools. This is achieved through the Annual Review process.

In exceptional circumstances, where a CYP fails to progress with access to additional resources as described, specialist provision may be identified. These CYP usually have SpLD as part of a more complex special needs profile e.g. they also have Social Emotional and Mental Health needs and/or Speech, Language and Communication needs.

8. Partnership with Parents/Carers

CYP's literacy needs are best met when schools and parents/carers work in partnership, where there is mutual trust and where information is shared. In line with the SEND Code of Practice, parents/carers must be included in discussions and fully informed about the Assess, Plan, Do, Review process undertaken in school to meet literacy needs.

Frequently asked questions

8.1. Are all children and young people with reading difficulties dyslexic?

No, there are some other reasons why children may struggle to develop their literacy skills, for example, profound/severe learning difficulties/disability speech and language difficulties/disorders, poor vision, poor hearing, early learning experiences, not having access to appropriate teaching or extended absence from school.

Reading difficulties lie on a continuum, and the most severely affected children and young people will need ongoing literacy support throughout their education. These children are likely to be described as dyslexic although at this time there is no clear or absolute cut off point where a child can be said to have dyslexia.

8.2. Is dyslexia hereditary?

Dyslexia has a strong hereditary influence and appears to run in families, if there is a family history of dyslexia it is important to tell your child's teacher/SENCo.

8.3. Is the involvement of a specialist teacher or educational psychologist needed in order to have dyslexia recognised?

Literacy difficulties, including dyslexia can be identified by following the Code of Practice (2015), using the Assess, Plan, Do, and Review approach. Schools have access to the appropriate screening and assessment tools (see appendix 2) so it is not always necessary to have an educational psychologist or another external specialist to identify dyslexia in order to support the child. However, staff in schools sometimes find it helpful to discuss the difficulties with a member of ISL, and seek further, in depth assessments, if a child's difficulties appear to be significant and persistent.

8.4. Does a CYP need to be identified as dyslexic in order to access support in schools/setting?

No, all schools are already responsible for making reasonable adjustments for learners including access arrangements for exams. Schools also routinely put extra support in place for all CYP with SEND. Provision and intervention are based on level of need rather than categories of difficulty.

8.5. Will a private dyslexia report get more help for my child?

No, schools and ISL services can carry out the appropriate assessment and put in place the intervention for the child. However, if there is a private report, it should be considered.

8.6. Can identification of dyslexia be helpful?

Yes, dyslexia is a life-long condition. Identification can help with a shared understanding of the challenges for the individual and helps the individual makes sense of why some things are more difficult for them and develop self-help strategies to achieve the best they can. This can reduce frustration and support self-esteem and well-being.

8.7. How can I as a parent help my child?

As with all aspects of education and particularly SEND (special educational needs and/or disabilities); parents who accept and understand their child's needs are best placed to support them and advocate on their behalf. Parents and carers are also key in helping their child to understand what Dyslexia is, how it affects them as an individual and managing it day to day.

Below are some starting points for parents.

1. [Hertfordshire SEND Local Offer - specific learning difficulties](#)
2. [British Dyslexia Association](#)
3. [International Dyslexia Association](#)
4. [Herts Dyslexia Association](#)
5. [Dyslexia Matters](#)
6. [Dyslexia Stars](#)

Books - these can be very helpful in helping your child understand their dyslexia and should be available via the Hertfordshire Library Service.

Suggested books are:

- [Fish in a tree](#) by Lynda Mullaly Hunt
- [Dyslexia is my superpower \(most of the time\)](#) by Margaret Rook

Appendix 1: Hertfordshire Targeted Services Offer - Summary - Specific Learning Difficulties (SpLD)

The Rose Report (2009) recommends three levels of assessment. This 3-level model includes guidance on the identification and assessment of literacy and dyslexic difficulties, who should undertake such assessments and the recommended waves of provision. Level 1 - Monitoring of progress - teachers. Level 2 - Skills assessment. Level 3 - Comprehensive assessment. **"Dyslexia is not 'categorical' - it is not a question of dyslexia, yes or no - but that individuals have differing degrees of dyslexic difficulties. A good indication of the severity of these difficulties can be gained by examining responses to intervention."** (Rose Report 2009).

Level 1

At this stage, it is class teachers who identify literacy difficulties. They will notice individual differences and adjust their teaching. They will also be aware of the possibility that some children and young people may have dyslexia.

Class teachers will discuss concerns with parents / carers and explain that the possibility of dyslexia will be explored with more specialist school colleagues e.g. SENCo in the light of the child and young person's response to literacy interventions and taking account of Herts SpLD information and support.

Class teachers will also explain to parents / carers the interventions that are being put in place using the assess - plan - do review cycle and will work with families to ensure there are no underlying vision / hearing difficulties.

UNIVERSAL SPLD - LEARNER PROFILE	UNIVERSAL - SCHOOL	UNIVERSAL - SEND SAS
<p>The Learner is working generally within or just below age related expectations. Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts. Difficulties may be specific to one aspect of learning.</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is planned for all pupils and the school is flexible in adapting the core offer to meet needs of all pupils • Opportunities are provided for small group work based on identified need • High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SpLD in addition to environmental considerations. 	<p>Access to resources to support specific learning difficulties via resource centres. Telephone consultation for quick queries re: SpLD e.g. advice re: resources or general strategies for SpLD Background information on specific learning difficulties for school staff available via professionals' web pages on Herts Local Offer Access to County wide training delivered by ISL to raise awareness of issues relating to SpLD and strategies to support difficulties.</p>

UNIVERSAL PLUS - SpLD LEARNER PROFILE	UNIVERSAL PLUS - SCHOOL	UNIVERSAL PLUS - SEND SAS
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<p>The learner is working just below age related expectations in specific curriculum areas and progress is limited in specific areas of learning and development. At the lower end of the average range for attainment with some difficulties relating to SpLD using Herts SpLD Outreach assessments or similar. Low level difficulties in the acquisition/use of reading, spelling, writing, handwriting and numeracy skills. Learner may experience some difficulties with pace of curriculum delivery.</p>	<p>Some additional and/or different provision enhances the core offer TAs are used flexibly so that the teacher can focus on individuals and groups. Activities and time built into lesson planning to give opportunities for pupils to work on their own targets Alternative forms of recording routinely offered and used: ppts, oral presentation, mind maps, vocabulary pictures/lists etc. Progress in interventions is recorded and shared with teachers so that learning is transferred, and focussed teaching can be planned to address any difficulties.</p>	<p>Provision of SpLD baseline assessments to support the assess - plan - do - review cycle in schools Accredited training relating to pupils with specific learning difficulties for school staff in partnership with external agencies.</p>
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Level 2

The class teacher and SENCo assess the child and young person's difficulties and response to intervention. The main purpose of assessments undertaken at this level is to plan further teaching in the expectation that it will significantly advance the child and young person's progress.

However, in many cases the teachers will consider whether or not the CYP 'appears to have dyslexic difficulties' and discuss their emerging view with the child and young person's parents. The main decision being made is about what more should be done to counter the particular difficulties the child and young person is experiencing.

<p>TARGETED - SpLD LEARNER PROFILE</p>	<p>TARGETED - SCHOOL</p>	<p>TARGETED - SEND SAS</p>
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<p>Persistent difficulties in the acquisition/ use of literacy/numeracy skills and there is evidence of an increasing gap between their performance and age- related expectations. Progress is slow and ongoing tailored additional support is required to ensure progress and/or access to the curriculum. Below average range for attainment and evidence of ongoing difficulties relating to SpLD using Herts SpLD Outreach assessments or similar. There may be cooccurring difficulties e.g. independence and organisation.</p>	<p>Assessment using SpLD resources (or similar) to identify strengths and difficulties and to plan for learning. On-going opportunities for 1:1 support focused on targets in relation to SpLD assessments and following SpLD Outreach advice (appropriate records kept). Routine opportunities for overlearning and practice of basic skills on a regular basis. Regular monitoring and evaluation of programmes to measure outcomes against starting points.</p>	<p>Service request for named, issues focused consultation /advice (up to one term) - SpLD SAS support may include: Support for schools to select and interpret SpLD assessments and results and use these to set and review precise short-term targets relating to identified learning difficulties. Advice in relation to Service Request regarding classroom strategies/ resources. Support to implement targeted interventions through advice, exemplar teaching and observation Core training with up to date evidence or research based programmes.</p>
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Level 3

Appropriately qualified specialist teachers and other professionals, in consultation with parents and the child and young person's class teacher, would make a decision on whether or not the child and young person is dyslexic in accordance with the Hertfordshire definition of dyslexia and with what severity.

The professionals regarded as 'appropriately qualified' should be those who are identified as such i.e. be appropriately qualified and experienced members of school staff, psychologists or specialist ISL SpLD teachers.

TARGETED PLUS SPLD LEARNER PROFILE	TARGETED PLUS - SCHOOL	TARGETED PLUS - SEND SAS
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<p>Progress is very limited, despite evidence of appropriate and sustained support in school following SpLD Specialist Teacher advice. The learner is operating at a level well below age related expectations and there is evidence of an increasing gap between them and their peers and s/he may be showing signs of frustration or loss of self esteem. Well below average range (SS 70 - 79) for skills such as working memory, phonological skills, processing speed or indicated by other relevant assessments. Significant and persistent difficulties in the acquisition of literacy/numeracy skills. Possibly some complexity of other needs. Significant difficulties with organisational skills and independent learning may be present.</p>	<p>An individualised learning programme is developed with support from SpLD Outreach Service and SENCo. This is overseen by qualified and experienced teachers and TAs are directed. Daily opportunities for 1:1 support focused on specific targets plus opportunities for 1:1/small group work based on identified needs. Intensive and varied opportunities are provided to develop automaticity in reading and writing or number skills. Assistive technology is used to support learning where appropriate. Manage access arrangements for internal and external examinations and assessments.</p>	<p>Service request for named, personalised assessment and advice (time limited, up to oneyear max) - SpLD SAS support <u>may</u> include: The specialist teacher undertakes further assessments to identify strengths and difficulties, seeks views of learner and family and takes account of relevant external reports. Tailored advice/report enables school to understand difficulties, regularly set and review longer term targets and take effective action through personalised time limited intervention programme</p>
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SPECIALIST SpLD LEARNER PROFILE	SPECIALIST - SCHOOL	SPECIALIST - SEND SAS
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<p>Learner may have an EHCP which indicates specific learning difficulties. The learner will experience significant, complex, persistent and enduring specific learning difficulties. Significantly below average range for attainment and skills related to SpLD e.g. working memory, phonological skills, processing speed or indicated by other relevant assessments with SS below 70.</p>	<ul style="list-style-type: none"> • Curriculum planning reflects levels of achievement • Substantial adaptations may be required in at least the core subjects to allow the learner to work and be assessed on programmes of study appropriate to the learner rather than the key stage • An individualised learning programme is developed with support from the SENCo and advice from education and noneducation professionals as appropriate • Qualified and experienced teachers oversee and direct TAs to deliver aspects of the programme acting on advice from external specialists <p>Frequent opportunities for small group work based on identified need</p>	<p>Service request for named, personalised assessment and advice (longer term) – SpLD SAS support <u>may</u> include:</p> <ul style="list-style-type: none"> • The specialist teacher undertakes further assessments as required to identify strengths and difficulties, seeks views of learner and family and takes account of relevant external reports • Tailored advice enables school to understand difficulties and take effective action through • personalised intervention programme • Advice for parents enables support at home • Exemplar teaching and modelling of interventions, resources and strategies and assistive technologies • CPD from specialist staff ensures that mainstream staff have understanding of SpLD related to learner • Specialist teacher supports school in ongoing reviews of progress against targets set and personalised support.
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Appendix 2: Resources to support identification of dyslexia in line with the Hertfordshire Targeted Services Offer for Specific Learning Difficulties

This is not an exhaustive list of assessments but is designed to support initial assessment selections

Dyslexia Definition	Examples of assessments for use by schools to support levels 1 and 2 identification of dyslexia	Examples of assessments for specialist use to support level 3 identification of dyslexia
<p>Difficulties with developing and acquiring accurate and fluent word reading and / or spelling, which is severe and persistent in nature despite appropriate learning opportunities and evidence-based intervention.</p>	<p>Response to school intervention/s Baseline word reading and spelling assessment and progress review Running record and analysis</p>	<ul style="list-style-type: none"> • Response to tailored intervention delivered over time • Reading and spelling SS e.g. York Assessment of Reading Comprehension, Diagnostic Reading Analysis, Hodder Oral Reading Test, Helen Arkell Spelling Test, Single Word Spelling Test, Test of Word Reading Efficiency • WIAT III
<p>Phonological awareness: the ability to perceive and manipulate the sounds in words <i>RR p.32 For example phonological awareness would be demonstrated by understanding that if the 'p' in pat is changed to an 's' the word becomes 'sat' ... e.g. segment sound structure, identify odd one out in set of rhyming words, delete a sound in a non word</i></p>	<p>SpLD Phonological assessment e.g. rhyme, alliteration, blending and segmenting, baseline and review/s</p>	<ul style="list-style-type: none"> • CTOPP 2: elision, blending words, phoneme isolation • TAPS 3/ 4: phonological segmentation, phonological blending • PhAB2 Phoneme deletion 7 - 11, Alliteration 5 - 11, Rhyme 5 - 6, Phoneme substitution 7 - 11
<p>Verbal memory: the ability to store, process and manipulate verbal information <i>RR: Verbal phonological short term-memory is the ability to retain an ordered sequence of verbal material for a short period of time; it is used, for example, to recall a list of words or to remember a list of instructions</i></p>	<p>Checklist of possible memory difficulties in the classroom <i>Pearson working memory rating scale</i> <i>Memory Magic assessment</i></p>	<ul style="list-style-type: none"> • CTOPP 2: memory for digits • TAPS3/4 number memory forwards & backwards and word memory
Dyslexia Definition	Examples of assessments for use by schools to support levels 1 and 2 identification of dyslexia	Examples of assessments for specialist use to support level 3 identification of dyslexia

<p>Verbal processing speed: the ability to retrieve familiar words quickly and accurately RR p32: <i>verbal processing speed is the time taken to process familiar verbal information such as letters and digits. RAN tasks are used as measures of speed of processing.</i></p> <p>Visual processing speed: the ability to visually recognise familiar words/ symbols / patterns quickly and accurately.</p>	<p>Checklist of possible processing speed difficulties in the classroom</p>	<ul style="list-style-type: none"> • CTOPP 2: rapid digit naming, rapid colour/object naming • PhAB 2 Naming Speed - picture and digit naming 5 - 11 • Symbol Digit Modalities Test
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School Assessments available on local offer.

Appendix 3: Inclusive classrooms for specific learning difficulties

Practical Resources

- **Prompt cards** e.g. bpd, simple / complex sounds, letter / digit formation, sentence starters, worked examples of key punctuation.
- High frequency **word lists** easily available (appropriate to key stage / pupil/ subject)
- **Resources for writing**, e.g. alphabet strip - lower and upper case, range of pens, pencils, grips and sloping boards available as required.
- **Resources for spelling** e.g. phoneme and syllable frames, mini whiteboards, spelling journals, range of dictionaries as appropriate, ask SIRI etc.
- **Scaffolding** available e.g. problem-solving grids, writing frames
- Trays, cupboards, drawers clearly **labelled with picture prompt** if possible and **colour coded**
- All pupils reminded and encouraged to use a range of **1st hand equipment** readily available (e.g. number lines, Numicon, 100 squares, Diennes, word mats, electronic spell checkers etc)
- **Visual timetable** and **memory prompts** (e.g. sticky notes, individual whiteboards, jottings) to promote independence

- **Reduce glare on IWB** and experiment with **pastel backgrounds** for visual comfort.
Write clearly and **use colour / layout** to organise information for easy access.

The Learning Environment

- Opportunities for children to work in a range of **groupings**; **seating** carefully planned, **distraction free** working space available.
- Arrangements in place (e.g. buddying, adult support, pre teaching, talk partners) to enable all children to **access learning**.
- **Effort** as well as achievement clearly valued.
- Clear messages (written as well as oral) promoting **positive learning behaviours** to encourage resilience and allow all pupils to learn from mistakes.
- **Appropriate behaviour** (including learning behaviours) noticed, praised and reinforced.
- **Independence in learning** is actively promoted - learners develop self-help strategies.
- **Additional adults** promote independence, protect self-esteem and increase pupils' inclusion within their peer group.
- A selection of **reading books** available (including high interest, low reading age texts)

Day to day strategies

- Learning objectives and date on **stickers or scribed** for pupils who have difficulty copying or short date available on board for pupils with writing or copying difficulties.
- **Paper stand** for pupils with visual tracking / working memory difficulties when copying or working from text is essential -avoid all unnecessary copying.
- **Copies of text** available to highlight/ underline / annotate as well as read from board
- All **board writing and labels** in line with school handwriting policy
- Use of **spelling strategies** and organisational strategies e.g. **mind mapping** demonstrated regularly by adults during lessons.

- All pupils can **see and hear** the teacher and any resources in use.
- **Displays are uncluttered and include** key vocabulary, steps to success, examples of good work (variety of levels) picture stimulus, questions to engage.
- Adults speak clearly, **sum up regularly** and **check understanding** during lessons.
- **Give instructions in the order of tasks** and provide **written versions of multi step** directions.
- **New vocabulary** clarified, written up, displayed, returned to, modelled in use - pre teach key vocabulary and texts where necessary
- Provide **texts appropriate to reading abilities**, **read instructions aloud** if needed, encourage **paired reading**, do not ask learners to read aloud (unless they want to) and **check comprehension** through summary, prediction and clarification.
- **Effective use of ICT** as an access strategy (e.g. on-screen word bars, predictive word processing, speech to text) and build in opportunities to learn keyboarding skills.
- Opportunities are provided for **alternative forms of recording** e.g. scribed/ word processed/ photographs, recorders etc.
- **Expectations** e.g. outcomes and time available **made clear** and **adjusted to need**.
- Differentiated lesson **planning** shows opportunities for all children to work with teacher as well as TA and takes account of range of learning preferences.
- '**Stickability**' of new learning facilitated by range of strategies e.g. metaphor, analogy, colour, humour, drama, 1st hand experiences - links made to new learning and 'bigger picture' of learning journey.
- Adults and learners aware of **strengths as well as difficulties**, **targets** set and **progress** towards these.
- Range of sensitive opportunities and methods for **self /peer assessment** during the lesson as well as at the end.
- **Questions** pitched to challenge pupils at all levels, **thinking time / opportunities to make jottings** built in as needed.

- **Range of opportunities for pupils to contribute** e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience.
- **Marking** in line with school policy - comments read aloud to learners if necessary and time allowed to respond to marking. Mark for content rather than spelling where appropriate, and identify most helpful words e.g. high frequency, to address in spelling practice.
- **Homework** differentiated and recorded clearly for learners with reading / writing difficulties.
- **Instructions** clear, chunked with numbered, written reminders and / or opportunities for pupils to repeat and clarify.
- **Worksheets** have clear font, lines/ paragraphs numbered (both ends), information chunked eg. questions interspersed with text if possible, include diagrams, picture clues and bullet points, copied on cream or pale pastel colours if needed, double line spaced if necessary.