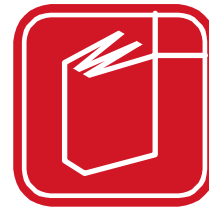


Guidance on Dyslexia

A working document to meet the literacy needs of all pupils



St. Helens Council

Children & Young People's Service

Foreword

This guidance has been produced as a working document in order to inform a graduated response towards dyslexia and supersedes previous guidance. It should be read in conjunction with the Rose report on Dyslexia (June 2009) (available from www.teachernet.gov.uk/publications using reference DCSF-00659-2009).

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Introduction

There is a commitment within the Children and Young People's Service (St Helens) to promote achievement for all pupils. However, it is also recognised that, on occasions, individual pupils require additional and personalised interventions in order to facilitate that achievement. It is envisaged that this guidance will promote awareness for schools, families and young peoples regarding dyslexia and will offer a graduated, evidence- based framework for such intervention.

Effective interventions 'personalise learning' by matching provision with children's individual needs and quicken the pace of learning for those with literacy difficulties thus narrowing the attainment gap.

Definition

For many years there has been serious discussion about the nature and aetiology of dyslexia. In order to rationalise this debate, this guidance has accepted the British Psychological Society's working definition:

"Dyslexia is evident when accurate and fluent word reading and / or spelling develops very incompletely or with great difficulty. This focuses upon 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" (DECP/BPS, 1999)

Similar definitions are provided in the Inclusion Development Programme (IDP Strand One) and the 2009 Rose Report on dyslexia.

The definition adopted does not rely on the identification of a particular cognitive profile or discrepancy and, as such, assessment is through systematic intervention over time. Consequently, there is no singular, 'one-off' assessment or screening for dyslexia.

Pupils with dyslexia benefit from teaching which adheres to the principles of being highly structured, systematic, 'little & often', frequently reinforced and emotionally supportive; it also recognises that the focus for general teaching and more specific intervention targets a child/young person's strengths in order to address their difficulties.

School Support and Context

It is acknowledged that schools and families (see Lamb Enquiry, 2009) are best placed to meet the needs of children and young people.

In recognition of this, the Local Authority has delegated a significant proportion of its Additional Needs money to schools. (See Appendix B: Delegation of Additional Resources for September 2009.)

From September 2009 onwards the majority of pupils identified with additional needs will be resourced from within the new school budget. This is particularly so for pupils identified with literacy difficulties/dyslexia.

Whilst the school/family remain at the centre of such an inclusion and standards model, there are many sources of additional professional support, e.g.: School Improvement Partners; Advisers; Consultants; Learning Support Service teachers; Psychologists; Inclusion Officers; and Therapists. Supportive involvement can take the form of training; consultancy; data analysis/target setting; signposting and 1:1 intervention, etc.

In 2008 (nationally) and 2009 (locally) the Inclusion Development Programme (IDP) was launched (see Appendix C: IDP). This programme of 'quality first' teaching is now an essential part of the graduated response model within St Helens.

Communication and sharing of ideas and approaches with parents/carers is a vital part of provision for all children, especially those with literacy difficulties. An information leaflet, giving basic information about this policy and dyslexia in particular, with sources of advice, is in Appendix D.

Assessment and the role of the Educational Psychology and Learning Support Services

In St. Helens we believe that the skills necessary to identify literacy-related difficulties in children should be available within the school. In order to support this, the LA will provide information and training to school staff, where this has not already happened, on how they can address literacy-related difficulties. This may be carried out by the school's Educational Psychologist and/or the Learning Support Service teachers. Support will also be offered to help deliver the IDP dyslexia programme and to support the school's bid to attain Dyslexia Friendly School status.

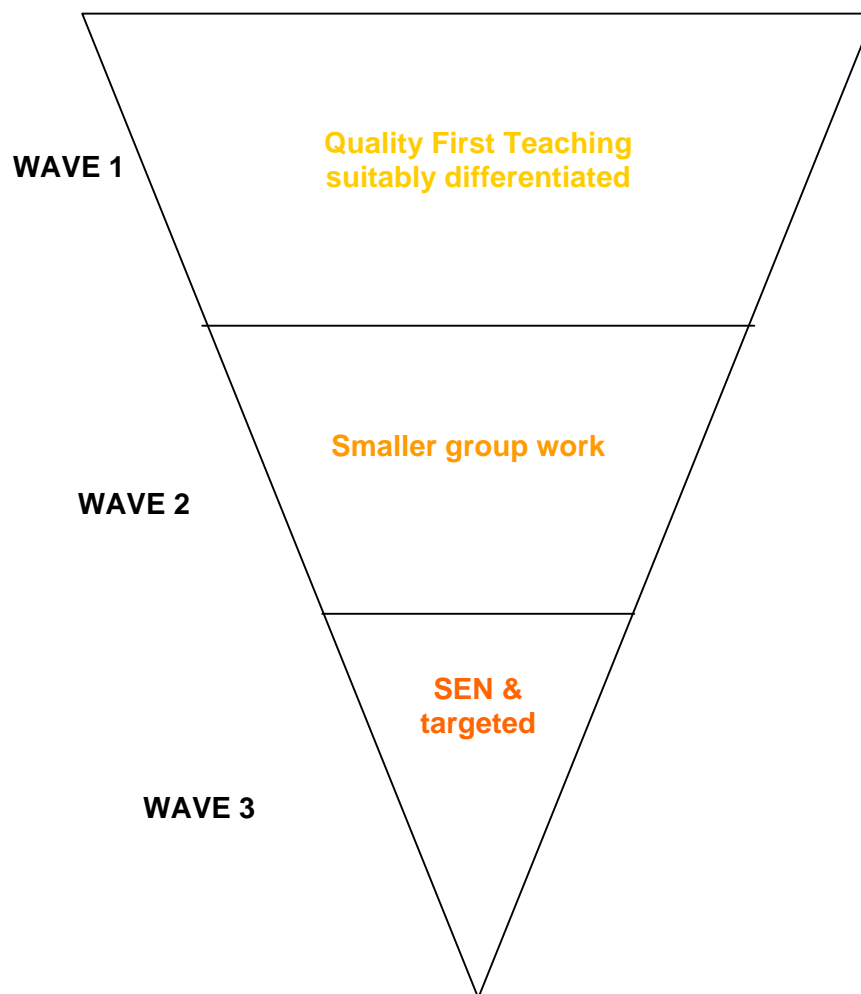
Educational Psychologists will only become involved in further assessment where children are not making adequate progress (as defined in the SEN Code of Practice and supporting LA guidance) following appropriate intervention from the school, with an aim to plan for intervention rather than to specifically diagnose. These cases will be discussed on a termly basis at the school's multi-agency planning meeting.

Educational Psychologists and the Learning Support Service will work with the 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. Where an assessment from an Educational Psychologist is called for in order to achieve this understanding, they may seek information about:

- the severity and persistence of the problem with reading and spelling
- the key gaps in the child's knowledge
- potential reasons, in terms of cognitive mechanisms, for the severity and persistence of the difficulties in areas such as phonological and orthographic awareness and memory, taking account of compensatory styles (for example, a heavy reliance on context when reading) and unhelpful coping strategies, such as the avoidance of frustrating learning opportunities
- the learning opportunities the child has and the teaching methods s/he has experienced (in the light of the knowledge we have about those aspects that enhance learning in general and reading/spelling acquisition in particular)
- 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.

St. Helens Educational Psychologists undertaking an assessment will be informed by the most recent professional guidelines available to them regarding appropriate assessment tools (currently the 1999 report of the British Psychological Society's working party, 'Dyslexia, Literacy and Psychological Assessment').

Meeting Literacy Needs through a Graduated Response Model



WAVE 1 Interventions relate to generic, differentiated, quality-first teaching experiences.

WAVE 2 Relates to more focused activities, often using a small-group methodology.

WAVE 3 Often involves the SEN Code of Practice at either School Action or School Action Plus. Targets should be represented through an Individual Educational Plan (IEP) and may have developed with the assistance of outside professionals.

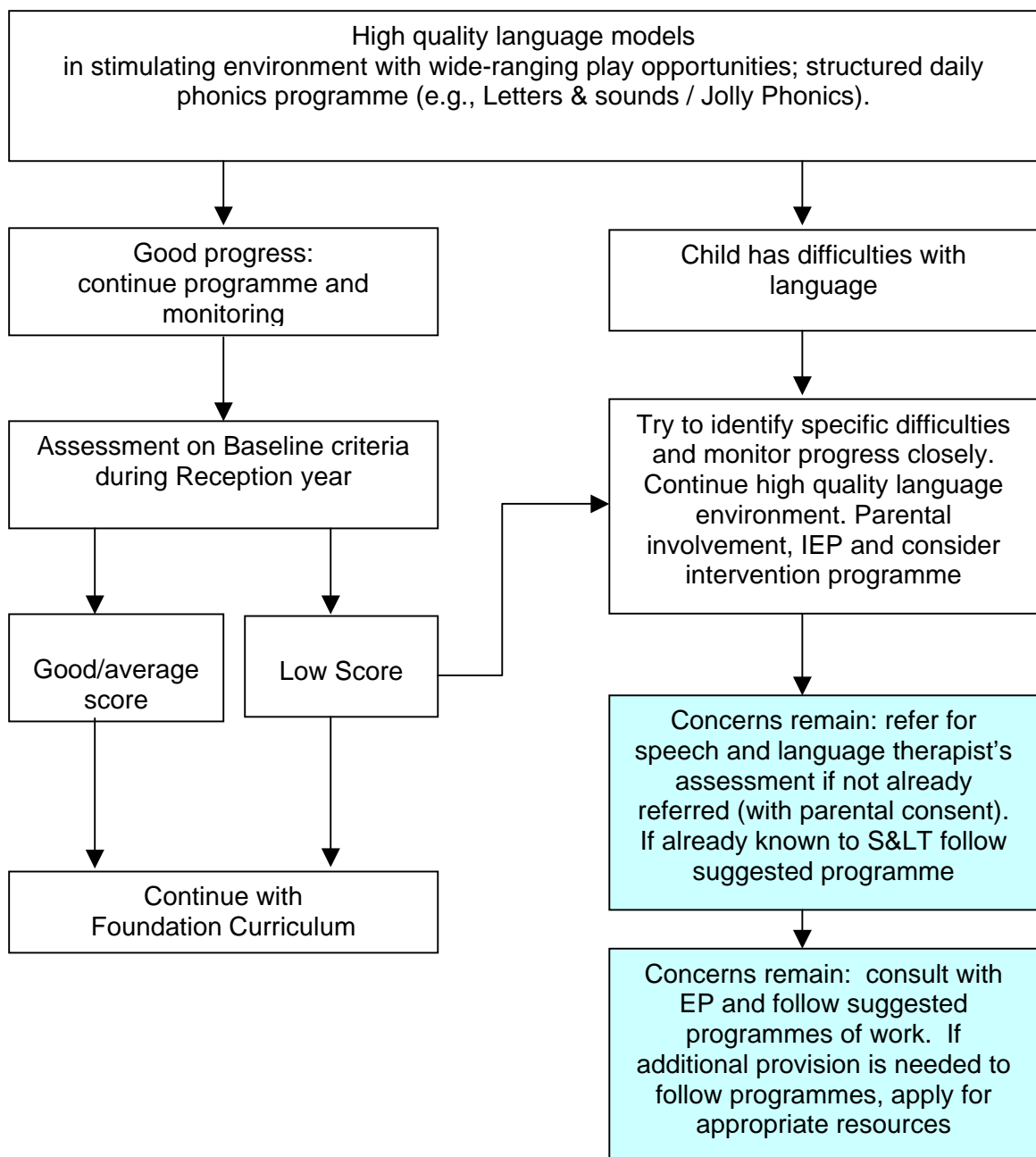
Sometimes pupils exhibiting dyslexic features also have additional difficulties, such as Dyspraxia, Dysgraphia and/or speech and language difficulties. It is, therefore, important for schools to follow a graduated process of intervention. Where pupils have made minimal progress despite intervention over time, it is important that a multi-professional model of assessment is utilised so that any such features can be considered and suitable interventions put into operation.

The graduated response model assumes a linear progression through the various “Waves”. It is particularly important for pupils and families to realise that pupils can move from Wave 3 to 2 and from Wave 2 to 1. Movement between Waves can, therefore, signify the success of the intervention.

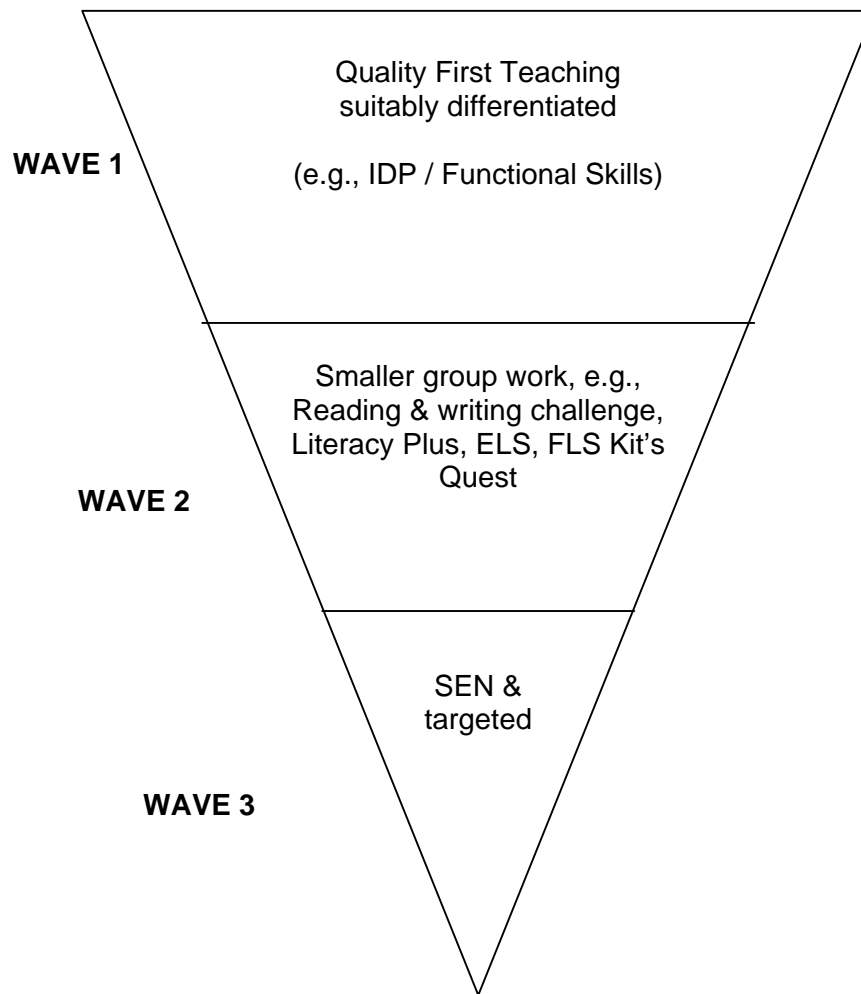
Early Years Practice

It has been recognised that literacy development is linked to speech and language development. The effective implementation of the Communication, Language and Literacy section of the Foundation Stage curriculum guidance, which recognises that the development and use of communication and language is at the heart of young children's learning, emphasises the importance of planning contexts in which children can best develop their speaking and listening skills.

Any child with a significant speech and language delay should be referred for a speech and language assessment.



Key Stages 1 and 2



At **Wave 1**, all children will receive suitably differentiated work within National guidelines.

At **Wave 2**, children who have failed to make adequate progress will have taken part in a carefully monitored and evaluated literacy intervention. Those key interventions promoted by National Strategies are:

- Early Literacy Support (ELS) - an intervention programme for Y1 children aimed at accelerating them to age-appropriate NLS Framework objectives
- Sir Kit's Quest - an intervention programme aimed at Y3
- Hi Five - Fischer Family Trust - an intervention programme aimed at Y5

In addition, National guidance documents available to support learning approaches are:

- Including all children in the literacy hour and daily mathematics lesson: Management Guide Folder. (DfES 0465/2002)
- Learning and teaching for children with special educational needs in the primary years.

- The Daily Mathematics Lesson: Guidance to support pupils with dyslexia and dyscalculia. (DfES 0512/2001)
- Learning and Teaching for Dyslexic Children. (DfES 1184-2005 CD1)

At **Wave 3**, the expectation is that children who have *either* not made sufficient progress on Wave 2 interventions *or* have been unable to access Wave 2 literacy will then have intervention at Wave 3. There are a number of approaches and methods that may well need to be tailored to the individual or small group. Interventions promoted by National Strategies are:

- Fischer Family Trust Wave 3 - aimed at Y1 (can also be used in Y2 and Y3) to enable children to participate more fully in literacy lessons and develop sufficient knowledge and skills to benefit from a Wave 2 intervention
- Every Child a Reader (ECaR) - aimed at children with very low reading attainment. Seeks to enable children who have made little or no progress to catch up with their peers. Teachers are trained over a period of a year

There are a number of other interventions that have been found to be helpful and additional resources that may be available in school can be found listed in Appendix A. **This list is not exhaustive and methods and approaches will be updated regularly in response to research and availability.**

All schools in St Helens have regular multi-agency planning and consultation meetings. Those children who have failed to make progress, despite regular intervention over a period of time, are likely to be discussed with the EP and sometimes an LSS teacher regarding next steps.

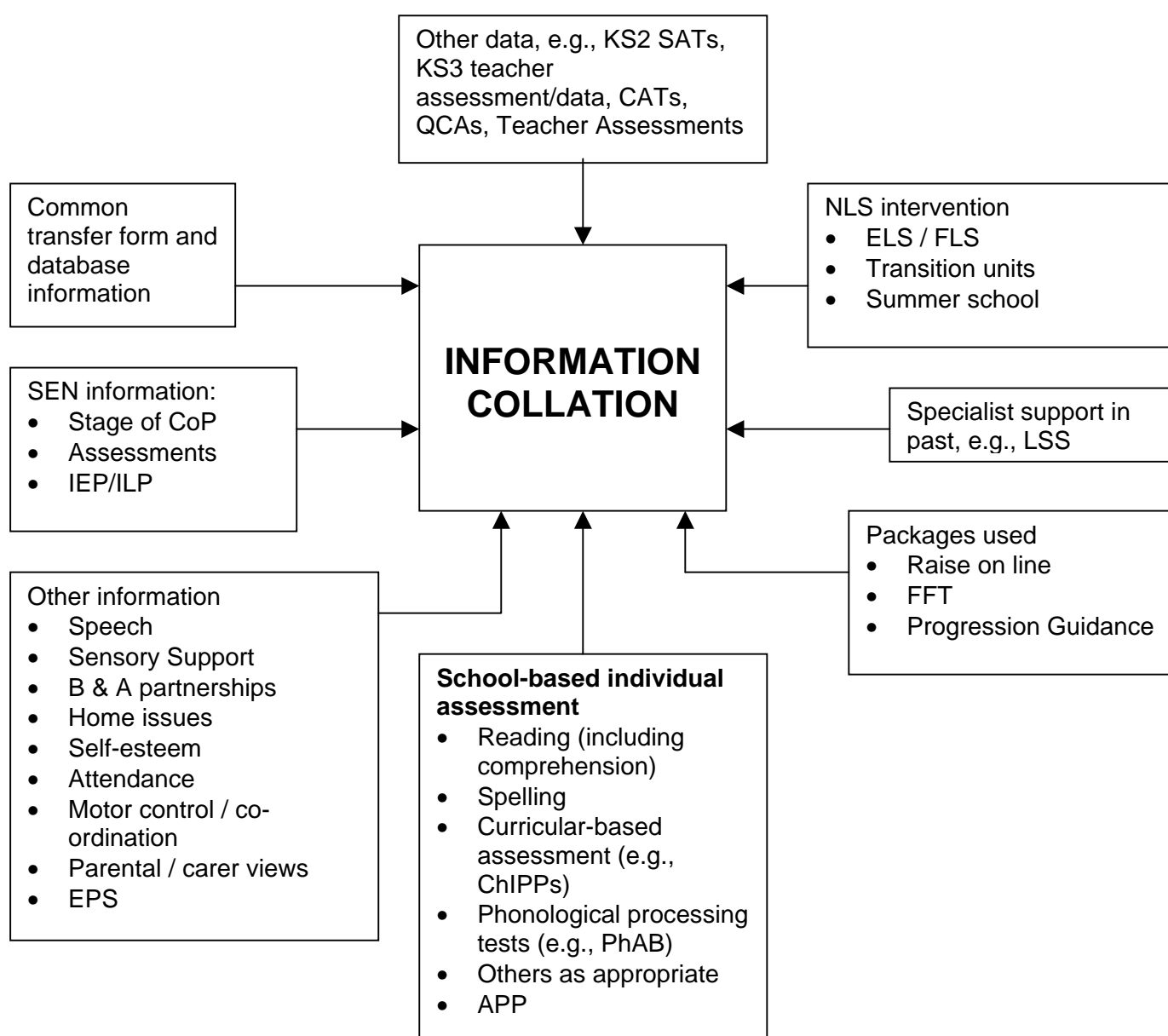
Key Stages 3 and 4

Upon entry into secondary schooling it is envisaged that the graduated response model and focus upon early intervention will have identified and appropriately supported the vast majority of pupils with literacy difficulties.

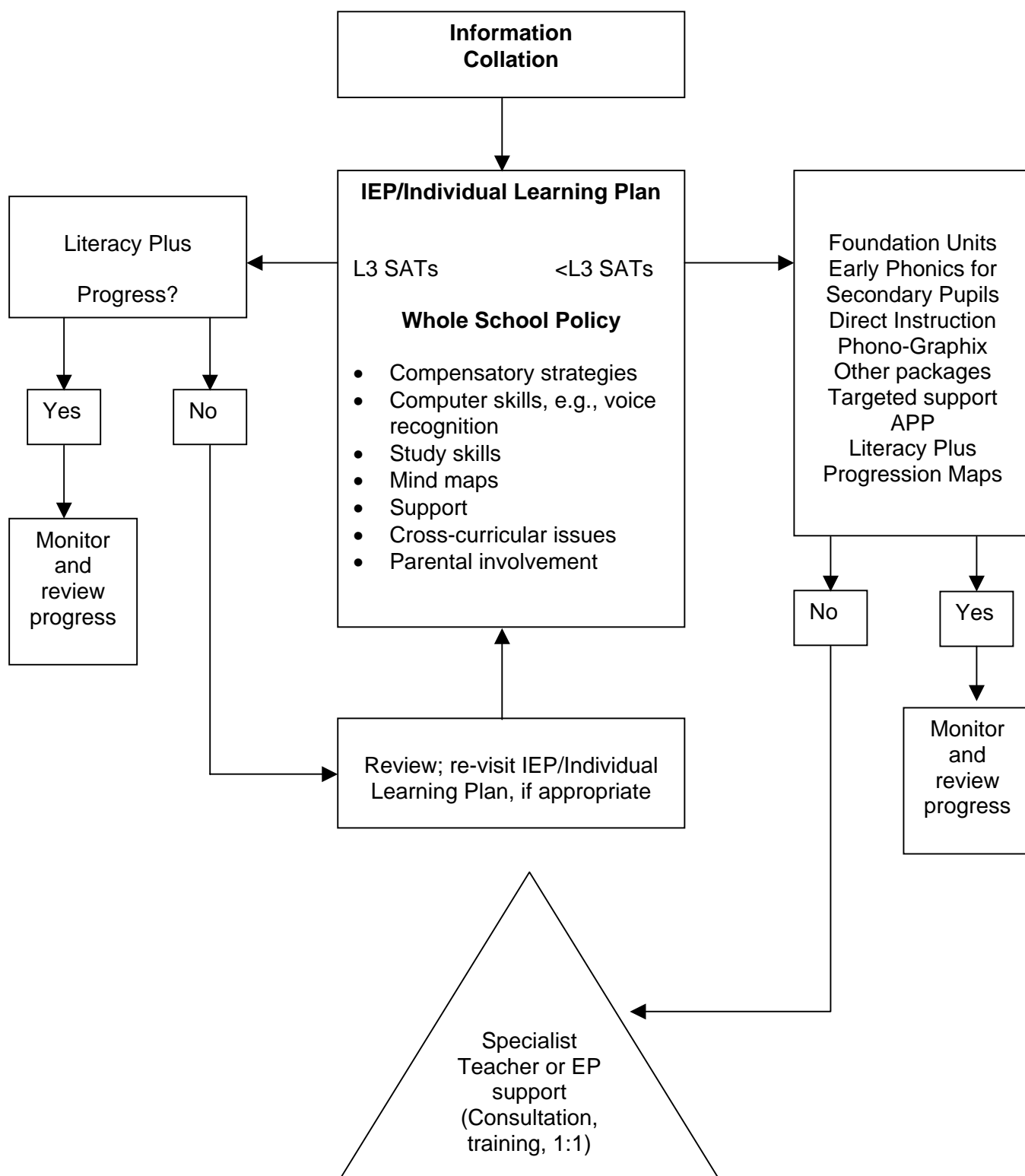
It is essential, therefore, to have a robust transition model between primary and secondary school, which allows for the gathering and dissemination of information on a child. Planning between schools for such pupils should be pro-active and can occur in Y6 or Y5 if needed.

Where difficulties have not been fully identified and supported, it is crucial to gather as much information as possible when planning appropriate intervention and support.

Collecting information / APP (Assessment of Pupil Progress)



Identification and intervention



Additional Considerations at Key Stage 3 / 4

During secondary schooling, pupils with dyslexia may need additional support particularly in respect of their esteem, aspiration and sense of belonging in the school community.

The role of pastoral staff, mentors and outside professionals can be crucial in this sense.

It is therefore vital that schools consider the following:

- Compensatory strategies
 - Thinking skills
 - Problem solving skills
 - Active questioning techniques
 - Mind maps
 - Study skills
 - Identification of preferred learning styles
 - Organisational skills
 - Homework clubs
 - SQ3R
 - Essay writing skills
 - Dealing with memory problems
 - Learning Challenges
 - Materials (Organisations)
 - Revision techniques
- Use of IT across the curriculum, e.g., touch typing, Voice Recognition software, etc.
- Provision of support
 - Who?
 - When?
 - Where?
 - What?
 - How?
- Cross-curricular issues
 - Planning and target setting
 - Equal partnership of subject areas
 - Sharing of resources
 - Consultation time for staff
 - Assessment criteria
 - Adaptation of materials
 - Utilisation of existing staff expertise and qualifications
- Pastoral issues relating to self-esteem (SEAL/PASS)
- Pupil involvement
- Parental involvement / support
- Role of Connexions PA
- Arrangements of examination concessions
- INSET

Ideally, these considerations should be set within the context of a whole school policy, providing a balance between challenge and support and incorporating a safe, low stress environment with high expectations.

Dyslexia Friendly Schools

Schools should have the opportunity to demonstrate that they are dyslexia friendly and, if this is established, they will be accredited with Dyslexia Friendly School (DFS) status within St Helens.

Evaluations of whether or not schools are dyslexia friendly would be carried out by a process of self-evaluation followed by a team evaluation. Completing this audit will help to support you in implementing the IDP **and there will be an expectation that schools will have implemented the IDP dyslexia strand as part of their application for dyslexia friendly status.**

Dyslexia Friendly

Taking into account the British Psychological Society's definition of dyslexia, where there are continuing difficulties following intervention, a combination of difficulties may be apparent that affect the learning process in reading, spelling, writing and sometimes numeracy. The skills and strategies that children with dyslexia need in order to learn can be taught and what is good for the dyslexic learner is good for everyone.

Criteria

1. *The school has a whole school approach to dyslexia, with support from SMT and the Governing Body, which promotes consistent messages.*

Once agreed, the policy must be put into action. This will involve ensuring that being dyslexia friendly underpins the philosophy of the school. The clearly understood message should be that everyone is expected to achieve and should be empowered to do so.

2. *The full range of learning needs is taken into account and teaching and support should be tailored towards supporting this variety.*

Evidence will show that the child's strengths and weaknesses have been identified and the programmes of work will show that the child's learning style is being supported and accommodated. The head teacher needs to foster an approach whereby the onus is on teachers to change their way of teaching, should it not be working. In other words, rather than saying 'they can't learn' the professional teacher asks 'What other approaches could I try?'

3. *The progress of children is carefully monitored so that effective teaching methods can be determined and applied.*

Targets set for children will be realistic, challenging and measurable. Targets will be measured and reported on before each review. Children and parents will be aware of what the targets are. Failure to meet targets should be picked up quickly and action should follow. Individual targets will be based on where the pupil is, rather than where they should be at the time. Targets should also be set to challenge the pupil's areas of strength so that in secondary schools, for example, the able dyslexic pupil may be in the higher sets for Science and IT.

4. *Schools need to ensure that all staff, including teachers 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.*

All staff should have basic knowledge of dyslexia so that they can identify difficulties and work appropriately with children with literacy difficulties. They will also need access to advice from teachers who have had more advanced training. Where possible, larger

schools and secondary schools should aim to provide one member of staff with more advanced training.

5. *Access to appropriate resources.*

There will be evidence that funding is being used appropriately to provide additional adult contact time, materials and resources suitable for pupils with dyslexia. Provision maps should be available, flexible and responsive.

6. *The marking and assessment policy for the school will take into account the needs of dyslexic pupils.*

Pupils should be able to demonstrate what they know and what they can do and this may require some flexibility in how work is judged and what methods of recording are allowed. The pupils should be aware of how their work will be assessed and whether or not spelling mistakes and/or presentation will affect their scores. They should have some opportunities of having their work marked for content. Spelling lists and reading schemes should be suitably differentiated.

7. *The school's homework policy should take into account the difficulties of children with dyslexia.*

Parents and teachers need to come to an agreement about how homework instructions will be recorded and the length of time that should be spent on a particular topic. There may need to be flexibility about the amount of written work that is required.

8. *The school will be able to demonstrate that they have encouraged maximum participation by parents.*

The policies will be written in everyday language and the school should be welcoming to parents. The school should also be able to link parents with local support groups and have systems in place for sharing information about a pupil's learning needs with their parents. Schools should consider an Equalities Impact Assessment to provide equitable communication with all parents and families.

9. *The school works actively to maintain and promote the self-esteem of pupils with dyslexia.*

There are systems in place that regard achievement as well as attainment and there is zero tolerance of bullying or taunting by other pupils. National and local programmes such as SEAL/PASS should be promoted.

The school will encourage the participation of pupils in activities that do not involve literacy skills and will seek to give these pupils responsibilities and respect.

10. *The school works cooperatively with outside support agencies to identify and meet the needs of dyslexic pupils.*

Recommendations by advisory teachers and/or educational psychologists are sought and followed up.

Dyslexia Friendly Schools Checklist

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.

1. The school has a whole school approach to dyslexia, with support from SMT and the Governing Body, which promotes consistent messages.

Examples	Evidence
Dyslexia is discussed at SMT meetings and governor meetings.	
Decisions made at SMT meetings are disseminated to all staff.	

2. The full range of learning needs is taken into account and teaching and support should be tailored towards supporting this variety.

Examples	Interventions
Progress through Wave 1 and 2 is evident for all children who are now on Wave 3 and the SEN Code of Practice.	
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 children with dyslexia to copy from a whiteboard 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.	

Evidence	<p>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.:</p> <ul style="list-style-type: none"> • Mind mapping as a way of recording ideas or planning writing • Providing diagrams
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3. The progress of children is carefully monitored so that effective teaching methods can be determined and continued.

Examples	Evidence
Targets set for children will be realistic, challenging and measurable and will be reported on at each review.	
Teachers, teaching assistants, parents and children will all be aware of the current targets.	
Where relevant, targets will be set across other areas as well as literacy.	

4. School needs to ensure that all staff, including teachers 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.

Examples	Evidence
Whole school training undertaken.	
Courses attended by individual members of staff.	

5. Access to appropriate resources.

Examples	Evidence
School are able to provide a detailed, flexible and responsive provision map in order to support dyslexic pupils.	

6. The marking and assessment policy for the school will take into account the needs of dyslexic pupils.

Examples	Evidence
We make sure we use the special arrangements available for external tests 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.	

7. The school's homework policy should take into account the difficulties of children with dyslexia.

Examples	Evidence
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.	

8. The school will be able to demonstrate that they have encouraged maximum participation by parents.

Examples	Evidence
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.	

9. The school works actively to maintain and promote the self-esteem of pupils with dyslexia.

Examples	Evidence
We frequently praise children's ideas, effort and any success in reaching personal targets, using at least four positive comments to every one 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 children with dyslexia may know something one day and forget it the next, or 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.	

10. The school works cooperatively with outside support agencies to identify and meet the needs of dyslexic pupils.

Examples	Evidence
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 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.	

In order to promote the concept of the dyslexia friendly school within St Helens, the Learning Support Service (LSS) will be available on a buy-back basis to support the process, submission and systems required.

It is envisaged that, upon completion of the internal self-review and audit, evidence will then be presented to a panel of professionals, including specialist teachers and psychologists, for examination. Successful applicants will then be presented with the St Helens Dyslexia Friendly School logo and certification.

Appendix A

Some Wave 3 resources appropriate for Key Stage 1

Blitz

Trained teaching assistant works with one or two children 15 minutes daily.

Scripted programme.

Fun activities, including games, phonics, re-reading of familiar books.

Very structured.

Moves at the pace of the individual children.

Whole programme takes two terms.

Sidney

Trained teaching assistant works with one or two children 15 minutes daily.

Detailed structured daily lesson plans.

Multi-sensory programme designed to help develop early skills necessary for learning to read and write.

Two strands to programme:

- Phonological awareness training
- Core route – linking letters and sounds in reading and writing.

Reading Recovery

Daily programme following a tightly structured programme that requires trained teachers.

Intensive but expensive.

Progression in Phonics

- Trained teaching assistant works with up to three children on carefully targeted objectives. Steps 1, 2 and 3
- Can be done in a small group
- Activities need to be carefully planned to achieve balance over the week.

The Derbyshire File for Dyslexia Friendly Schools

- Provides teaching approaches to meet the needs identified in the checklist on pages 17 & 19.
- Provides advice on teaching and learning styles and access as well as the work for individual pupils.
- Detailed strategies for spelling as well as reading.
- Requires teacher planning in setting up the IEP.
- A useful information resource for schools.

Direct Phonics

- A direct instruction to teaching basic letter sounds.
- A very highly structured and scripted approach that can be used with a small group.

Phono-Graphix

Develops the concept that written English is a phonemic code; teaches the phonological skills for blending, segmenting and phoneme manipulation that are needed to use a phonemic code; teaches knowledge of sound-to-symbol relationships explicitly. The scheme is supported by detailed training and materials and by a network and website and had a positive evaluation in a recent DfES study. (Also suitable for Key Stages 1 and 2, as well as Key Stages 3 and 4.)

Additional resources useful at Wave 2 in Key Stages 1 and 2

Listening Skills (The Questions Publishing Company)

Two photocopiable books, one for Key Stage 1 and another for Key Stage 2. The tasks encourage children to listen, **thus** enhancing and developing auditory skills.

Audio Adventure Tapes (Simon Schuster)

- Listening Games designed to encourage listening skills, planning and decision-making skills.
- KS1 King of the Wood and the Goblin Gang
- KS2 King of the Wood and the Beetle Bunch

LDA Games

- Ladybugs: rhyming game
- Ice Cream Game: initial letter sounds

ICT Fun School (Europress)

There are three programmes, ages 5 - 7 years, 6 - 9 years and 8 - 11 years. These are fun to use programmes covering a range of literacy-based activities.

Flexi Letters (LDA)

Bendy, touchy-feely alphabet letters for (letter recognition), grapheme-phoneme correspondence and alphabetic order.

Sounds Bags (LDA)

Cloth bags with felt objects to promote an understanding of initial letter sounds in Bag 1.

Phonicability Books and Games (Hopscotch Educational Publishing Ltd.)

Games and activities designed to help pupils of any age develop phonic skills through games that are fun.

Letters and Sounds } Alphabetic stage of development
Jolly Phonics }

Early Literacy Support Materials.

Singing Phonic Books 1,2 and 3 (A and C Black, London).

Firm Foundations (Fischer Family Trust).

Phonetically decidable reading books available from most publishers.

Additional resources suitable for Wave 3 at Key Stage 2

Launch the Lifeboat resources Pack (Robinswood Press)

- Ten spiral-bound, photocopiable books containing ten highly structured lessons.
- Each lesson consists of eight worksheets presenting spelling rules, specific letter blends and phonics in a multi-sensory way.

Phonological Awareness Training Materials (PAT)

The programme is designed to help pupils read, spell and write phonetically regular words.

Spell It (Simon Schuster)

- A spelling scheme in four stages aimed at pupils between the ages of 7 and 11.
- Each book consists of 64 photocopiable pages for pupils and comprehensive guidance for teachers.
- It is a multi-sensory scheme which is structured and cumulative. It presupposes knowledge of letters and their sound and of consonant blends. Activities include puzzles, treasure hunts, riddles, puns, jokes and games.

Active Literacy Kit (LDA)

- Designed to support all children over 7 years who have not yet started on the road to literacy. A series of timed exercises which, together, build the foundation skills needed for automatic, fluent and accurate reading and spelling.

THRASS (Teaching Handwriting, Reading and Spelling Skills)

Primarily for word level teaching.

Beat Dyslexia (STA)

A step-by-step multi-sensory literacy programme. The series is structured so that all goals are small and attainable.

A Multi-sensory Teaching System for Reading (MMU)

Taught in groups of up to six children. The lessons are fully scripted.

Ginn Publications Years 3 - 5

Ziggy Zoom, Zola, The Five Foxes, Marco Polo, etc. The set of 8 books come with photocopiable teacher/pupil notes. They are age-appropriate and stimulate the desire to read with reluctant Key Stage 2 readers - particularly boys.

Wolf Hill Series Years 5 - 6

Interesting books with work sheets covering comprehension and writing activities linked to the text. Useful because they are set out in a similar way to the Key Stage 2 SATs. Can be used as preparation material.

ICT: Fun School 6 - 8 Years

Selladore Tales.

Some Suitable Resources for Key Stage 3 and 4 and useful websites

- Beat Dyslexia
- Phono-Graphix
- THRASS
- Launch the Lifeboat
- Early Phonics for Secondary Pupils (NLS)
- Units of Sound (Dyslexia Institute)
- DISTAR Reading
- Success Maker
- Hickey
- Nesy
- Accelerated / Write
- Clicker 5
- Wordmania
- Lexia
- Paired Reading
- Pause-Prompt-Praise
- Precision Teaching

ICT software packages can be useful with certain pupils. These might include:

- Co-writer
- Wordweb
- Soundwrite
- Wordbar
- Nuance: Dragon Naturally Speaking (voice recognition)

Useful websites: -

www.dyslexic.com
www.iAnsyst.co.uk

Appendix B

Delegation of funding to schools

From September 2009 a significant proportion of SEN funding has been delegated to schools. Previously this funding was held by the Local Authority to be allocated on an individual basis to pupils with additional needs for whom the schools had to make a referral to the Local Authority Provision Agreement Panel. The panel would consider each individual referral and if the referral met the required criteria an amount of funding would be provided to schools to make extra provision for the pupil. This allocation was called Enhanced School Action Plus funding or ESAP.

The Local Authority expects the new delegated budgets to be used to provide support for those pupils formerly funded individually and for those identified in the future as requiring additional support within the financial year. There still exists the individual referral process to the Local Authority panel for pupils with extremely complex needs. One of the uses of the delegated budget will be to make provision for those pupils with literacy difficulties, both general and specific. Central to this will be to ensure Local Authority guidance and policy regarding meeting the needs of pupils with literacy difficulties is a crucial part of curriculum planning, method and use of resources and Local Authority agency support. Provision will be monitored through Provision Mapping.

Appendix C

Inclusion Development Programme (IDP)

General Principles

The IDP is a four-year programme provided by the National Strategies. The programme is designed 'to increase the confidence and expertise of mainstream practitioners in meeting high incidence SEN in mainstream settings and school'.

The aim of the programme is to support schools and Early Years settings through web-based materials, which will include:

- Teaching and learning resources
- Training materials
- Guidance on effective classroom strategies
- Models of good practice for multi-disciplinary teams
- Information about sources of more specialist advice

Dyslexia Strand of the IDP

The programme is to focus on different areas of need and in 2008 the first two strands were developed for dyslexia and speech and language. The Dyslexia strand of the IDP will support teachers in the early identification and support of pupils with dyslexia. It is designed to:

- Improve outcomes for all pupils by helping schools and settings to develop more inclusive practices
- Promote the early recognition of signs of difficulties with dyslexia
- Increase the confidence and knowledge of all practitioners and teachers so that they can make adjustments that will narrow the gap between pupils with different types of SEN and their peers
- Support schools and settings to be more effective in delivery of strategic approaches and responses to the diverse needs of individual pupils

St Helens Local Authority is committed to ensuring that all our schools have received IDP training and will use this resource in some part in conjunction with the St Helens Dyslexia Policy to make provision for all pupils with literacy difficulties.

General DCFS guidance at Waves 1, 2 and 3.

Appendix D

St Helen's Dyslexia Policy leaflet for Parents

The parents/carers leaflet should be given to parents where appropriate, either when a child is at School Action Plus or where a parent/carer is concerned that their child may have dyslexia.

Glossary

DECP	Division of Educational and Child Psychology
BPS	British Psychological Society
CoP	Code of Practice
SEN	Special Educational Needs
EPS	Educational Psychology Service
LSS	Learning Support Service
ILP	Individual Learning Plan
FFS	Fischer Family Trust