

Dyslexia Resource Policy

Reviewed	June 2022	Leader of Policy Review	Mrs A Keeling
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The BDA/Rose definition of dyslexia (2022)

In 2009 the Rose Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of dyslexia, which was adopted by the BDA Management Board:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. 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.'

In addition to these characteristics, the BDA also considers underlying difficulties and acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience.

The BDA suggests that learners with dyslexia can show a range of abilities and difficulties that affect the learning process such as:

- Short term memory
- Long term memory
- Processing and retrieving words and information
- Phonological awareness
- Sequencing or rote learning
- Auditory memory
- Spatial awareness
- Direction – left and right
- Organisation
- Fine motor skills

Some learners with dyslexia also have strengths in other areas e.g., problem solving, creative skills, interactive skills and oral skills

Policy Statement On The Role/Function Of The Dyslexia Resource Within LA Provision:

The Dyslexia Resource at Hawarden High School has funding for one 0.6 time teacher and one Higher Level Teaching Assistant (HLTA) which is met by the Local Education Authority.

The resource provides places for up to 15 pupils. This represents a maximum of 3 pupils in each of years 7-11. They are usually placed in A Band. Their Statements indicate the placement and in order to access the resource they are disappplied from Modern Foreign Languages and Welsh.

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Philosophy/Vision

Our vision is that all pupils with dyslexia receive a meaningful and fulfilling education that enables them to fulfil their full potential and develop the skills needed to access the curriculum and to equip students for the wider world and employment. Dyslexia should not be a barrier to education or opportunity. An inclusive school is a 'dyslexia-friendly' school.

Admissions to the Dyslexia Resource

Admissions to the Resource are decided by Flintshire County Council with regard to the County's policy on dyslexia and following criteria set down in that policy. However, the LA may then direct school to develop the IDP or the LA may prepare the IDP and then ask school to maintain it going forwards.

Purpose And Aims/Lead Teacher Responsibilities

- To improve accuracy in spelling
- To improve levels of reading accuracy and fluency
- To improve confidence in and enjoyment of reading
- To plan, prepare and deliver learning activities to enable pupils to enjoy learning, make progress and experience a sense of wellbeing
- To maximise learning potential, ameliorate specific difficulties, enhance self-esteem and increase confidence
- To deliver specialist individualised dyslexia 1:1 intervention which is highly structured, multi-sensory and cumulative
- To raise literacy levels to enable students to better access the curriculum
- To create a positive learning environment
- To lead an HLTA to provide outstanding teaching and learning for all pupils in the dyslexia resource
- To assess, record and report progress for pupils within the resource
- To work in partnership with parents, colleagues and other professionals to achieve the best possible outcomes for pupils
- To prepare for and contribute to Annual Review meetings
- To provide up to date best practice guidance, support and advice for teachers and Teaching Assistants (TA's) who work with students with dyslexia in Hawarden High school
- To deliver staff training on dyslexia-friendly practice
- To provide up to date best practice guidance, support and advice for feeder Primary schools

Liaison

Liaison with faculty, pastoral, curriculum specialists, parents and interdisciplinary professionals is essential to the successful working of the Resource.

Liaison With Faculty

Best practice dyslexia-friendly strategies are disseminated to the whole school during the September training day, dyslexia-friendly awareness week and also on a day to day basis as the need arises. This ensures a consistent, supportive whole-school approach to ensure that the needs of the student are met. It is important for faculties to

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raise any concerns and identify students with indicators of dyslexia using the informal Dyslexia Screening Form (Appendix 1) to help early intervention and remediation. Faculties need to ensure best practice dyslexia-friendly strategies are used and recommendations for specific pupils are followed.

Liaison With Parents

This is crucial to the tripartite partnership of school/home/pupil. It is done through formal and informal meetings. Parents are also encouraged to phone the resource teacher/school with any concerns or positive comments. There are formal meetings at the annual statement review where every attempt is made to encourage parents into school.

The resource teacher attends parents' evenings and reports back to parents via the school monitoring system with major and minor reports.

Student Wellbeing

It is important to the success of any provision for dyslexic pupils that vulnerabilities are recognised. The provision should address the emotional and personal needs as well as cognitive and attainment difficulties.

Numeracy Policy

Aims

- To read and understand information in a numerical form e.g. holiday brochure prices, catalogues, etc
- To have an appreciation of shape and scale of lettering
- To relate task to time e.g. in KS3 SATs and GCSEs
- To recognise numbers in a variety of forms
- To conceptualise time e.g. relationship between different eras e.g. dates before and after
- To have basic skills in measuring and estimating e.g. 'A third of the way down the page,' 'second paragraph' etc
- To have number skills for such things as noting metrical patterns in poetry, rhyme schemes, and syllabification
- To appreciate numerical order, e.g. numbering on classroom doors, in addresses, and page and chapter references

Approaches To Teaching And Learning

A highly structured multi-sensory, phonics-based, cumulative approach to developing literacy is used in the resource:

Multi-sensory Teaching

"Multi-sensory" simply means using all possible senses to learn. Whilst there is much debate about the underlying causes of dyslexia, it is generally well established that dyslexics have impaired auditory and/or visual processing. So a pupil who struggles to recall sounds may be better at recalling the visual shape and pattern of words, whilst a pupil

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who struggles to recall how words look, may latch on to recalling their sounds, perhaps linking directly to the kinaesthetic practice of writing. Indeed, the strongest sense of all is often the sense of touch/feeling, translated into producing the shape of letters and words on paper/whiteboard or with tiles. So, teaching methods becomes auditory, visual, oral and kinaesthetic.

- **Auditory** - Hearing and listening to the letter sounds/words
- **Visual** - seeing/looking at letter sound/words, often using colour and pictures
- **Kinaesthetic** - Using movement and action to write/make the sounds/words, often as larger scale movements to begin with or even 3D models, practicing letter formation and handwriting, and linking to the visual with the use of colour and drawing
- **Oral** - saying the sounds/words aloud and clearly linked to the auditory sense

Stronger channels can compensate for weaker ones. So teaching methods need to be **auditory, visual, kinaesthetic** and **oral** to capitalise on strengths.

Programmes Of Study

Key Stage 3

In years 7 to 9 the emphasis is on a multi-sensory phonic reading and spelling programme. Literacy and study skills are taught alongside these programmes in keeping with their individual interests and often linked to their current chosen reading book, maintaining interest, motivation and meaningful engagement.

A typical KS3 Lesson in the resource comprises:

- **Reading** - current book (fact or fiction), extracts, articles, to cover different genres
- **Writing** - a writing task, inspired by pupil interest/current reading but covering a range of writing styles
- **Previous Phonic Work** - recap from previous lesson to consolidate learning
- **New phonic work** - introduction of new pattern or spelling rule, discovering the pattern and entering examples personal phonic dictionary
- **Game** – board, card, computer etc, practicing new pattern/revising previous pattern
- **Dictation** of sentences and/or spelling practice incorporating working memory practice, oracy, and the SOS or LSCSWC methods
- **Worksheets** covering new work/revising previous
- **Curriculum/homework** – as required
- **Other focus**, e.g. typing practice, number work

Tasks aim to be short and snappy, practical and lively. Reading books are carefully selected in line with their reading level and where we can accommodate their interest. The provision has a selection of reading books, from Dandelion beginner phonic readers, to SOLOs, Barrington Stoke books designed for dyslexic pupils, the popular Michael Morpurgo books, Roald Dahl, the Harry Potter series for more advanced readers, and the Rapid Reader Reading Scheme incorporating comprehension and writing tasks. Additional books may be ordered through the library. Spelling programmes are based upon the Conquering Literacy spelling scheme supported by additional programmes including Nessy Learning and Wordshark.

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Key Stage 4

Whilst pupils in years 10 and 11 continue to follow their phonic-base programmes whenever possible, the emphasis changes to recognise the demands and pressures GCSE examinations and coursework have on the dyslexic pupils. Additional time is given in the resource to support curriculum work.

At Annual Reviews discussions are held to encourage thoughts on post-16 options, Sixth Form, further education, as well as Careers Wales and employment opportunities.

Supplementary literacy materials are available to support pupils in their GCSE English Studies e.g. dyslexia-friendly course books and visual study guides.

Revision programmes are individualised by the subject teachers and staff in the resource to assist pupils with exam revision.

Assessments

In the dyslexia resource, a pupil's progress in reading, writing and spelling is constantly tracked and monitored using a range of tools such as standardised tests, Nessy learning and the Accelerated Reader programme. Results from these are used to inform planning and collated for Annual Review meetings.

Marking

Work is often marked with the pupil present so that they can receive immediate feedback. The marking policy differs from the whole school marking policy due to the nature of the work and there is an emphasis on positive praise.

Homework

Homework is not generally set unless agreed through Annual Review meetings. However, pupils are encouraged to read for pleasure at home and are able to access MyON, and the Accelerated Reader programme.

Dyslexia-Friendly Strategies

All teachers who teach pupils from the dyslexia resource are notified of their specific difficulties and given a list of recommendations and strategies to use with them in the classroom. Dyslexia-friendly strategies which are to be used by all teachers in the classroom can be found in Appendix 2.

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APPENDIX 1

CHECKLIST

For Identification of Pupils Who May Have Dyslexia

(N.B. This is a rapid screen and a high score does NOT mean that the pupil is dyslexic)

Name:		Date of Birth:		Chron. Age:	
Background:					
Family history of dyslexia:		Yes / No	Known hearing loss:		Yes / No
Home language English:		Yes / No	Late to start talking:		Yes / No
Had speech / language therapy before starting school: Yes / No					
Area	Characteristics / behaviours				Tick if observed
General / organisational	<ul style="list-style-type: none"> • Often appears not to have the right things / equipment for a task • Slow to process instructions • Difficulty following more than one instruction at a time • Poor concentration skills • Difficulties in sequencing e.g. getting dressed or carrying out tasks in the right order • Often forgets to bring things e.g. dinner money / PE or games kit / notes from home • Doesn't remember concepts from one lesson to the next • Difficulty in word finding (although may have a good spoken vocabulary) 				
Concept of time	<ul style="list-style-type: none"> • Often confused about time of day • Problems adapting to changes of routine (likes structure and ability to predict routines) • May refer to time / days awkwardly (e.g. 'the day before what it is today' rather than 'yesterday') 				
Literacy / reading	<ul style="list-style-type: none"> • Reluctant to read • Doesn't read for pleasure • Loses place frequently (e.g. one line to the next line) • Poor Grapheme / Phoneme correspondence • Confuses visually similar words • Reverses / confuses position of letters (e.g. was / saw) • Reverses / inverts letters (e.g. b/d, n/u) • Omits words • Doesn't recognise common high-frequency words • Sounds out words • Processes visual information slowly (affecting fluency / pace) • 'Barking' at print / lacks expression • Comprehension may be better than reading fluency implies • Doesn't understand what has been read as concentrating on decoding 				

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Writing	<ul style="list-style-type: none"> • Difficulties in organising / structuring written work • Difficulties in sequencing • Restricts written vocabulary and ideas because of awareness of organisational and spelling difficulties • Content doesn't reflect oral ability • Many crossings out • Written work often not completed • Reluctant to write • Writes slowly • May show confusion of tenses and words (because of problems with time, name finding and sequencing) • Poor handwriting • Reversals / inversions of letters (b/d. m/w, p/q) • Writing poorly spaced • Letter formation lacks consistency of shape and size • Difficulties copying from the board • Spelling shows poor Grapheme / Phoneme correspondence • Transposition / omission of letters 	
Maths / numeracy	<ul style="list-style-type: none"> • Difficulties in mental maths work • Problem remembering maths tables • Difficulties setting work down logically • Confuses / reverses visually similar numbers (e.g. 6/9. 3/5) • Reading difficulties hinder understanding of questions although may understand the 'maths' 	
Attitude to learning / classroom tasks	<ul style="list-style-type: none"> • Participates in oral work more enthusiastically than work requiring reading / writing • May employ avoidance strategies rather than begin a writing / reading activity • Low self-esteem with regard to school work • May develop challenging behaviours / become the class-clown • May become withdrawn • May observe what other pupils do before starting work (Stott's view of an 'observational learner') because hasn't fully understood instructions (May be interpreted as 'copying') 	
Other associated aspects	<ul style="list-style-type: none"> • May have poor gross / fine motor skills • Poor pen / pencil grip • Confuses left and right • May be excessively tired by activities (because of extra effort involved) • Performs unevenly from day to day 	
Strengths Identify any areas (general / subject specific) where there is		

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evidence of average / high ability / knowledge / skills		
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APPENDIX 2

Dyslexia Friendly Strategies

- ✓ **Provide simply expressed information/instructions**
 - Use clear straightforward language, avoid giving more than 3 instructions at once, and give time for your words to “sink in”. Address pupils individually if possible, and ask pupils to relay instructions back in their own words. Be prepared to give instructions more than once, and express in different ways.
- ✓ **Differentiate worksheets and hand-outs**
 - Use bullet points, numbering, mind-maps, pictures and graphs to break up text, and reduce the bulk of reading. Provide photocopies to avoid pupils copying from the board/text books; preferably on off-white/coloured paper, to reduce the effects of visual disturbances.
- ✓ **Encourage note taking strategies**
 - Encourage dyslexic pupils to use bullet points, numbering, mind-mapping, and pictures to highlighting key words/points in their written work.
 - Ensure notes are complete/up-to-date and legible – Check before tests/exams.
- ✓ **Give spelling support**
 - Provide hard copies of new words/key terminology, with simple definitions.
- ✓ **Organisational skills**
 - Provide sufficient time to ensure homework is recorded accurately and monitor dyslexic pupils to ensure correct books and equipment are brought to school.
- ✓ **Reading Aloud**
 - Do not ask dyslexic pupils to read aloud unless they volunteer as they may have a reading age way below their chronological age and may feel anxious about this.
- More time**
 - Give more time for processing verbal instructions, responding both orally and in writing and reading.
- ✓ **Multisensory and practical teaching methods**
 - Adopt “hands on” kinaesthetic approaches to learning wherever possible. Utilise as many sensory channels as possible, e.g. seeing, hearing, saying, and doing, and allow pupils to use their preferred learning style, auditory, visual, or kinaesthetic.
- ✓ **Visual difficulties, sensory issues and other syndromes**

A small number of pupils may suffer from visual disturbances (Irlen’s Syndrome) and require tinted glasses and/or a tinted overlay for reading. Be aware of any comorbidity with other syndromes – Irlen’s, ADHD, Attention Deficit, Asperger’s Syndrome/ASD, also any sensory issues, such as problems focusing in a noisy environment.
- ✓ **Working memory overload, Fatigue**
 - Dyslexic pupils have to try harder than other pupils, but still struggle to keep up. Additionally, their working memories may be weaker, so they are easily “overloaded”. Keep new information to a minimum, dividing work into manageable chunks, and praise effort.
- ✓ **Mark for content**
 - Mark for content as well as spelling and organisation – where possible give separate marks and/or comments for content and give plenty of praise and encouragement.

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APPENDIX 3

Job specification – Specialist Dyslexia Teacher

- To deliver specialist individualised dyslexia 1:1 intervention which is highly structured, multi-sensory and cumulative.
- To prepare and implement support strategies.
- To match appropriate resources and approaches to the pupil's individual needs.
- To raise literacy levels to enable students to better access the curriculum.
- To administer appropriate tests and continuous assessments as part of a comprehensive monitoring process.
- To assess, record and report progress for pupils within the resource.
- To assess the learning needs of resources pupils and disseminate this information to curriculum areas.
- To provide curriculum support in the resource.
- To check homework, recording and completion.
- To create a positive learning environment.
- To lead a HLTA to provide outstanding teaching and learning for all pupils in the dyslexia resource.
- Liaise with ALNCO.
- Liaise with other professional agencies.
- Liaise with parents.
- To support colleagues with strategies to support pupils with dyslexia.
- To manage capitation and ordering of Resources materials and equipment, in liaison with school ALNCO.

Administration Use	
Statutory/Non-Statutory:	Statutory
School Website:	Yes
Document Author:	A. Keeling/D Tanton
GB Committee Overview:	Curriculum Committee
Date Document Reviewed and Approved by Committee:	May 2022
Document Formulated:	
Date Reviewed Document Approved by FGB:	June 2022
To be Reviewed:	Every two years
Next Review Date:	June 2024



Flintshire Inclusion Service - Position Paper on Dyslexia

1.0 Introduction

The purpose of this position paper is to outline the County Council's approach to supporting schools in meeting the needs of pupils and young people with dyslexia. It provides a definition of dyslexia and offers guidance on the roles and responsibilities of schools and supporting agencies. There is information regarding what parents can expect from schools and support services and a section on frequently asked questions.

2.0 Definition and assessment

There is no one agreed definition or description of dyslexia. Flintshire County Council has accepted the definition described below as a guiding principle.

Dyslexia means 'difficulty with words'

- The British Psychological Society (BPS) published a report in 1999 which was updated in 2005, *Dyslexia, Literacy and Psychological assessment*. These reports changed the way that psychologists and others view the notion of dyslexia. **This definition has been legally tested and established.**
- Previously a psychometric discrepancy model was used to identify a group of pupils. However research has indicated that this is no longer an acceptable model.
- Dyslexia occurs across a wide range of intellectual abilities. Dyslexia is at the low end of the normal continuum of specific skills and abilities. The cut off point at which a pupil is labelled will always, to some extent, be arbitrary.
- Difficulties which may but do not necessarily occur with dyslexia include aspects of language, motor co-ordination, poor concentration and memory including visual, auditory and working memory, personal organisation, behaviour and emotional difficulties. These are not in themselves markers of dyslexia.

Since 1999 the definition of dyslexia accepted by Flintshire County Council has been

"Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty.

This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis of a staged process of assessment through teaching".

(BPS definition 1999 and 2005).

With reference to this definition; there is no single test which will indicate the presence of dyslexia rather a range of tools which can be used over a period of time. Hence the expected procedure is that assessment and indication of reading development will be ongoing. The purpose of assessment and review is to find the most effective way to support a pupil's learning and will include gaining a clearer view of pupil's strengths and difficulties.



The BPS report indicates that it is important to assess how severe and persistent word reading / spelling difficulties are by investigating, as a minimum, the following three aspects ;

1. The level of accurate and fluent word reading and / or spelling as measured for example by checklists in the Learning Support Service assessment pack.

By specifying word level this means as opposed to sentence or text. This separates dyslexic difficulties from difficulties with, for example, reading comprehension. However, due to the nature of dyslexic difficulties comprehension can also be adversely affected.

2. Secondly that effective and appropriate learning opportunities have been provided; this will mean that there is evidence for example of SMART targets, evaluated IEPs etc.
3. Barriers to such learning opportunities may include social, emotional and behavioural factors and/or sensory impairments.
4. Thirdly that limited progress has been made despite a high level of intervention. At this point it would be expected that a pupil would be at School Action Plus and that advice and support would have been sought from external agencies.

Information will also include details regarding a pupil's confidence level, response to errors / praise, the pupil's view and information regarding any other barriers to learning which may be present. Information about the learning context and progress over time will also be relevant. A discrepancy between cognitive and literacy skills is not required.

3.0 What parents /carers can expect from schools and the support services

Schools are required to make a response to any literacy difficulties in line with the graduated response of the Special Educational Needs Code of Practice for Wales (2002).
Effective schools:

- Consider the aspects of the working environment using a variety of teaching approaches e.g. multi sensory.
- Recognise what supports individual differences and actively make use of all data on pupils to inform interventions.
- Adopt a whole school approach ensuring that all contact staff in school are delivering the child's IEP. Involve the Class teacher/ ALNCo and other specialists within a school in planning for individual needs etc.
- Follow the Code of Practice staged approach to identification, assessment and intervention.

The Learning Support Service literacy assessment pack is a tool which schools use to identify pupil's strengths and weaknesses. It should be used as an ongoing assessment tool to inform teaching and learning. This pack has been provided for all schools and is available on the Learning Support Service section of moodle.



If schools continue to be concerned about pupil's literacy within school they can involve an Educational Psychologist (EP) and/or member of the Inclusion Support Service (ISS) for training, consultation etc. In addition to information gathered by school the EP and/or ISS may complete observations of pupils and their work in order to gather further information regarding pupils listening and attention, motivation, social skills and level of independent work.

A range of training / consultation can be offered to school based staff. Strategies may be considered to boost pupil's low esteem, reduce anxiety and frustration and tackle task avoidance which can all result from pupils experiencing these difficulties.

A number of approaches to assist pupils in making progress may be discussed with school and parents which may be individually based, small group or whole school. Approaches may include precision teaching, phonological awareness, multi – sensory approaches etc.

Additional support which may be provided to individual pupils is dependent on level of attainment and is usually provided at School Action Plus from within school's own resources.

Where a pupil's level of word reading /spelling will adversely impact on his/her ability to fully access curriculum based assessments, special access arrangements may be made. The expectation is that a trained member of staff within the school who knows the pupils will be responsible with regard to these arrangements.

For any pupil experiencing these difficulties in a private school, the issue would need to be pursued by the school and whoever the school uses for its support.

The EP service also has a research and development role ensuring that they are aware of current research in this area and supporting and evaluating relevant projects in the authority. The ISS role also includes an awareness of current approaches and resources as well as training.

FREQUENTLY ASKED QUESTIONS

1. Are all children with reading difficulties dyslexic?

No. Literacy difficulties exist on a continuum. There is no clear or absolute cut off point where a pupil can be said to have dyslexia. A pupil can be seen as having dyslexia if their reading and / or spelling skills develop incompletely or with great difficulty and the problem is severe and persistent. If these criteria are not met the pupil should not be described as having dyslexia.

In describing a pupil as dyslexic, many factors should be taken into account, not simply one score on a reading test viewed in isolation from other factors. Some cases will not be clear cut and whether or not to describe a pupil's literacy difficulties as dyslexia will be a matter for professional judgement.

Consideration should also be given as to whether using the term will be helpful for the individual pupil concerned. Some pupils find it reassuring to have their difficulties described in this way, but professionals and parents /carers should be aware of the danger of creating low expectations through the use of such a label.

2. Why do some children experience literacy difficulties and/or dyslexia?

Professionals have not come to an agreement regarding the factors that underlie dyslexia. The processes underlying the development of reading and spelling are complex and it is likely that there are a number of different reasons as to why a pupil experiences literacy difficulties.

There are many other reasons why children may be behind with reading that do not relate to their cognitive processing (thinking skills). Some children miss learning opportunities due to emotional and behavioural difficulties in the classroom, frequent or lengthy absence or changes of school.

Teachers will be aware of any difficulties a pupil may have in developing literacy skills and, dependent on the nature of the difficulties will be putting a range of strategies in place to support the pupil's progress.

3. Is dyslexia hereditary?

Problems with literacy may appear to run in families but this could relate to the central role parents and carers play in children's literacy development. Understanding the complex interaction between genes and environment is difficult.

At present it is not possible to 'test' for dyslexia or identify literacy difficulties from genetic analysis. We have seen that reading and spelling are culturally evolved skills invented by humans to record spoken language and that they involve the successful integration of a number of different skills. Thus any genetic link is likely to be indirect and complex.

Research into this area will continue to be interesting. However, placing dyslexia in an educational context shifts the focus onto the teaching and wider educational



environment. Certainly it is here that there is the greatest potential for positive change, whatever the pupil's genetic make-up.

4. Can dyslexia occur across the full range of abilities?

Yes. In the past the popular notion of dyslexia was of highly able children who had reading problems. Their difficulties stood out and were easily spotted. These days it is understood that dyslexia can occur at all levels of ability, and in all social classes and ethnic groups.

The notion of ability being somehow "fixed" is in itself open to challenge. Research evidence shows that children are highly responsive to changes in their educational and social environment. These have a significant impact on their sense of themselves as learners, their confidence and motivation. These in turn help determine their performance in school.

5. Is the involvement of an educational psychologist needed to have dyslexia recognised?

Dyslexia can be identified by following the Code of Practice (2002) within the school environment e.g. by teachers and ALNCOs, so it is not necessary to have an educational psychologist or other specialist to describe a pupil as dyslexic. However, staff in schools usually like to discuss the possibility with their allocated educational psychologist who brings with him / her specialist knowledge and experience of children's development and approaches to learning.

6. Is it helpful for parents to arrange and pay for independent assessments?

This is a very sensitive area and each case will be different.

There is no one agreed definition or description of dyslexia, however as stated above Flintshire County Council accept the BPS definition (2005).

Any external independent diagnosis of dyslexia would be used to feed into ongoing teaching approaches within the school and will not of itself determine the need for additional resources.

There is no single test for dyslexia. 'Diagnosis' by professionals who do not have access to information about the learning context and progress over time will only provide a snap shot of pupil's difficulties. It is likely to provide, at best, an incomplete picture of the pupil's difficulties and needs.

However, the main focus of discussion between teaching staff and parents / carers should be about the pupil's needs and about how those needs are being met. Teachers should listen carefully to the parents' /carers' concerns and draw attention to the strategies being used and provision being made. Parents should discuss with school the best way to support their pupil at home.

7. If a pupil is dyslexic what provision should they be receiving?

Children with literacy difficulties (dyslexia) in Flintshire will receive a graduated response to their need, e.g. individual schools will provide interventions in line with their SEN policy. There is an expectation that schools will collect evidence of need and progress etc that will be transferred across the key stages.

Other authorities may support dyslexia in different ways and if a Flintshire pupil leaves the authority information will be transferred from Flintshire to the new authority.

Further and higher education establishments operate different mechanisms of support and pupils and parents will need to investigate as necessary.

8. What level of literacy can I expect a pupil with dyslexia to achieve?

Almost all children can learn to read and spell but obviously pupils with dyslexia have greater difficulty in learning core literacy skills. Most struggle with literacy for the greater part of their school lives. However, with appropriate learning opportunities, support and encouragement the expectation would be that almost all pupils will continue to make progress. It is anticipated that they will continue to use a range of access strategies and techniques to access and cope with the reading demands within the school environment and beyond.

9. If a pupil has been identified as dyslexic, does this mean that the LA should be asked to carry out a statutory assessment?

No. The needs of most pupils can be met at School Action or School Action Plus. Individual pupils are considered on an individual basis and only those presenting with a very severe and complex range of needs will be considered for statutory assessment.

10. Is it necessary/ desirable for there to be a written confirmation that a pupil is dyslexic?

No. Appropriate provision should be available within Flintshire schools without written confirmation that a pupil is dyslexic. On some occasions there may be a written record, for example in a consultation record written by an EP or school following a consultation with an EP. Further, written confirmation is not required for a pupil to benefit from access arrangements in examinations, e.g. additional time.

11. Which is the best terminology to use, dyslexic, dyslexic type difficulties, specific learning difficulties?

The terminology used in this paper is dyslexic. Although schools within Flintshire frequently use other terms all pupils with these difficulties should receive support according to their needs whatever terminology is used. .