## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>The Rose Definition of Dyslexia</td>
<td>6</td>
</tr>
<tr>
<td>Equality Act 2010</td>
<td>7</td>
</tr>
<tr>
<td>Brighton &amp; Hove Graduated Response to Need Flowchart</td>
<td>8</td>
</tr>
<tr>
<td>Level 2: Individual Screening</td>
<td>9</td>
</tr>
<tr>
<td>Other Factors to Consider</td>
<td>10</td>
</tr>
<tr>
<td>A Graduated Response – Interventions</td>
<td>11</td>
</tr>
<tr>
<td>Access Arrangements and Dyslexia</td>
<td>13</td>
</tr>
<tr>
<td>Support Services</td>
<td>13</td>
</tr>
<tr>
<td>The Future of SEN – the biggest change for 30 years</td>
<td>17</td>
</tr>
<tr>
<td>Appendix 1 – Recommended Assessments for Primary Phase</td>
<td>18</td>
</tr>
<tr>
<td>Appendix 2 – Recommended Assessments for Secondary Phase</td>
<td>20</td>
</tr>
<tr>
<td>Appendix 3 – Links to assessment websites and approximate costs</td>
<td>22</td>
</tr>
<tr>
<td>Appendix 4 – Important books/reference materials</td>
<td>23</td>
</tr>
<tr>
<td>Appendix 5 – List of Important websites/contacts</td>
<td>24</td>
</tr>
<tr>
<td>Appendix 6 – Glossary of Terms</td>
<td>25</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>26</td>
</tr>
</tbody>
</table>
Introduction

Brighton and Hove SEN partnership Strategy 2013 – 2017 sets out the Local Authority vision for improving outcomes and life chances for children and young people with Special Educational Needs (SEN).

The vision and aims of the strategy link to the City’s Corporate Plan 2011-2015 and the key priority within the Plan is to reduce inequality and ensure that children and young people have the best start in life through access to personalised high quality education:

‘We want to make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe. This means making sure that all children and young people in the city have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. We will focus on raising overall attainment and narrowing the gap between the lowest and highest performing pupils.’

*Brighton and Hove Corporate Plan 2011-2015*

Brighton and Hove also have a firm commitment to Early Help. There is an increasing recognition that a focus on early intervention and in particular the application of evidence based programmes can make a significant contribution to better outcomes for children and families.


The importance of reading as a foundation for learning and for social and economic advancement through life is well-documented (Snow et al, 1998). Literacy difficulties have been associated with costs both for the individual and the public purse including special needs provision, truancy, exclusion, reduced employment opportunities, increased health risks and greatly increased risk of involvement with the criminal justice system. The risks are in addition to those associated with disadvantage and lack of qualifications (Every Child a Chance Trust, 2009).

Guidance on supporting children and young people with literacy difficulties/dyslexia

This document has been written to provide guidance to teachers and professionals to support the successful inclusion and progress of pupils with literacy difficulties / dyslexia in schools and help close the gap in achievement. It is intended that parents and carers as well as professionals are made aware of this guidance that offers a graduated approach to responding to identified literacy need.

The Dyslexia Guidance links with the five priority areas of Brighton and Hove’s SEN Partnership Strategy as follows:

**Priority 1** We will improve outcomes and combat disadvantage for children and young people with SEN.

What the Guidance does:
- Promotes good practice across the city to raise achievement of pupils with Dyslexia-SpLD

**Priority 2** We will improve the assessment and identification of SEN and disabilities across all agencies.
What the Guidance does:
• Recommends early literacy assessment and evidence based interventions for children and young people
• Illustrates arrangements for improved multi-agency assessment and input
• Details recommended referral routes for schools to work with outside agencies eg: LSS/ECaR
• Promotes the use of up-to-date assessment packages for professionals to identify the needs of pupils with Dyslexia-SpLD

**Priority 3** We will create and ensure high quality provision for all children and young people with SEN.

What the Guidance does:
• Promotes quality first teaching, specialist 1:1 teaching and effective training for school staff to support pupils with Specific Literacy Difficulties (Dyslexia-SpLD)
• Describes Dyslexia Friendly Classroom strategies
• Advises schools on the most up-to-date and effective programmes of work to maximise progress for pupils with Dyslexia-SpLD

**Priority 4** We will work proactively and collaboratively with parents, children and families.

What the Guidance does:
• Shows parents, children and families what the staged approach to intervention looks like so they can participate in decision making
• Promotes the engagement of pupils with Dyslexia-SpLD and their parents in target setting, choosing appropriate resources for support and monitoring progress

**Priority 5** We will improve transition arrangements post 16 and services for young people up to the age of 25.

What the Guidance does:
• Shows that schools and 6th Form colleges can access assessments, information and support for pupils with Dyslexia-SpLD

**Background to the development of this Guidance**

The Dyslexia Task Group was set up in 2008 to review current research and Government literature concerning dyslexia. Membership of the Task Group comprised Educational Psychologists, school SENCOs and members of the Language and Literacy Support Service (LLSS). Its aim was to provide a common and agreed understanding of dyslexia and provide a graduated response in relation to identification, assessment and interventions for pupils with literacy difficulties / dyslexia across Brighton & Hove.

During 2012 a multi-disciplinary review group worked on updating this Brighton & Hove City Council guidance in line with National developments and good practice.

This graduated response in relation to identification, assessment and intervention for pupils with specific learning difficulties/ dyslexia and their parents, will be respectful of equal opportunities in relation to:
- racial origin, ethnicity, religious background and home language(s);
- family, social and economic background;
- gender and sexuality.
The Rose Definition of Dyslexia

It was agreed that from September 2012 Jim Rose’s definition taken from ‘Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties’ (2009) would be adopted in principle as guidance in relation to describing dyslexia. ‘Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.’

- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across 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.

These additional points were agreed:

1. Children with learning difficulties that do not have their origin in dyslexia may present as having difficulty with mastering literacy skills but this may be for reasons other than dyslexia.

2. If a child does not make expected progress after a short intensive block of intervention, this may show they are at risk of dyslexia.

3. Dyslexia is a learning difference that requires a graduated process of identification and support.

4. Assessing and identifying dyslexia should be carried out by professionals with specialist post-graduate qualifications which in Brighton & Hove can be provided by the Literacy Support Service or Educational Psychology Service.

5. Qualified professionals holding additional current qualifications and expertise should have regard for assessment scores, family, school information and the pupil’s voice in order to identify the severity of dyslexia.

6. Current research indicates dyslexia is a phonological processing difficulty overall, however 20% of cases do not show phonological processing difficulties. Of these 20% it may be that a significant number have co-existing special needs that impact on responsiveness to intensive support provided for dyslexia eg: visual processing difficulties, motor sensory integration difficulties.

7. Support for dyslexia should be ongoing, consistent and offer over-learning opportunities.

8. Dyslexia is a life-long specific learning difficulty that is not related to intelligence, race or social background.
Equality Act 2010

Dyslexia is recognised under the Equality Act 2010 where schools have a duty to make ‘reasonable adjustments’ which are ‘anticipatory in nature and are not only applicable when a disabled person has requested them’. Part 6 of the Act provides protection for disabled students by preventing discrimination against them at school because of, or for a reason related to, their disability. The duties for schools in the Act are designed to dovetail with duties under the Special Educational Needs (SEN) Framework which are based on a separate definition of special educational needs.

The key issues are that the disability has to have a substantial, long term adverse effect on the person’s ability to carry out normal day to day activities. Long term is defined as at least 12 months or lasting for the rest of the person’s life. Substantial implies severe dyslexia and it must have an adverse effect on normal day to day activities.

Rose Report Guidance for Professionals in School

The following 3-level model for identifying and assessing literacy and dyslexic difficulties will assist professionals making decisions in schools. At all levels, the voices of the children/young people and their parents/carers will be clearly heard.

**At 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 / young people may have dyslexia. However, they will not declare that a particular child/ young person has dyslexia, in the absence of further assessment. If parents or carers raise the question of dyslexia at this stage, class teachers will explain that this possibility will be explored with more specialist colleagues in the light of the child’s/ young person’s response to literacy interventions. They will also explain what whole class strategies / interventions are being put in place and that, at this stage, no different intervention would result even if a positive identification of dyslexia was made.

**At Level 2** The class teacher will involve a more experienced literacy teacher or a specialist dyslexia teacher and/or the SENCO to assess the child’s difficulties and response to intervention. The main purpose of an assessment undertaken at this level is to plan further teaching in the expectation that it will significantly advance the child’s/ young person’s progress. However, in many cases the teachers will consider whether or not the child ‘appears to have dyslexic difficulties’ and discuss their emerging view with the child’s parents. It should be stressed that this is not a formal identification of dyslexia, rather at this stage, the main decision being made is about what more should be done to counter the particular difficulties the child/ young person is experiencing.

**At Level 3** Appropriately qualified specialist teachers and other professionals, in consultation with parents and the child’s class teacher, would make a decision on whether or not the child has dyslexia, and with what severity. The professionals regarded as “appropriately qualified” should be those who are identified as such in the earlier report from the DfES Working Group cited above ie they should be appropriately qualified and experienced psychologists or specialist dyslexia teachers, holding a Level 7 Diploma (and ideally a Practising Certificate)of the type described above. The Rose review has heard that assessments prepared by such professionals are sometimes not accepted by schools and local authorities, especially if the professional concerned is not a local authority employee. What matters is the professional’s accredited training, experience, competence, continuing professional development and understanding of the educational context, not who happens to be his/ her employer – therefore the review considers that schools and local authorities would need to provide sound reasons (eg: not using the Rose Review definition) for not accepting the outcome of an assessment from a suitably qualified professional.
B & H graduated response flowchart

Other identified need

BESD  SNS  Other  SLCN

Consider referral to other agencies

Severe literacy difficulty

School intervention eg: RR expected progress?

Yes

Refer to Specialist literacy teacher eg LSS

Specialist Assessment eg: LSS

Expected progress

In class support

Continued with school support/advice from outside agencies

Suitable for targeted intervention

No

Suitable for intensive intervention eg LSS

Small step/no progress

Refer to EPS

Consider initiating statutory assessment

Full Dyslexia assessment

Not suitable for intensive literacy intervention

Refer back to school SENCo

Mild literacy difficulty

Booster groups

Time limited evidence based intervention eg: BRP/FFT

Made expected progress

No
This flowchart of intervention was requested by many professionals working within the remit of this document. It is intended to give a visual representation of the pathways available to decision makers when assessing and responding to individual pupil needs.

**Brighton & Hove Graduated Response to Need**

Broad based cognitive assessment can assist in identifying patterns of strength and difficulty that may be relevant to planning support for a child/ young person.

It was agreed that there would be a three level process of response to need. Emphasis is upon process and professional judgement should be applied to determine the appropriate point of entry. Interventions at each level use evidence-based strategies agreed across the city as a common approach.

- Level 1: Initial Screening (school based)
- Level 2: Individual Screening (school based)
- Level 3: Possible referral to support services, eg LSS, Educational Psychologist

It was also agreed the following should be applied:

- Early identification of SpLD
- Provision Mapping and target setting
- Ongoing monitoring and evaluation of progress and intervention
- Transition arrangements and support needs identified for Year 6 pupils

A pack of materials for Levels 1 and 2 will be available to school SENCos. This consists of photocopiable materials where copyrights allow, and details/costs of how to purchase agreed testing materials.

**Level 1: Initial Screening**

In this Level the screening tools listed in appendix 3 are recommended. They will allow the school to gather information on whole class performance, and some individual performance data where concern may exist.

In this Level SENCos will gather evidence to target children with specific strategies and interventions to meet their needs.

**Level 2: Individual Screening**

This Level of individual screening builds upon the evidence gathered in Level 1 ‘Initial Screening’. If initial screening suggests further screening is needed then the screening tools listed in appendix 3 are recommended as tools to screen for dyslexia (and other needs).

It is advised that the assessments conducted should be relevant to what is being taught. Please note that to prevent over-familiarity standardised tests should not be repeated within a six month period. Careful planning may be required as some of the standardised tests recommended are used for Access Arrangements, eg Year 5/6 SATs arrangements and Secondary arrangements.
Level 3: Additional Advice & Support from Outside Agencies
If a pupil has not made the expected progress, despite appropriate school-based interventions, referral to LSS/further specialist assessment and/or an Educational Psychologist can offer additional specialist advice and support. As a result of specialist assessment a child/young person may be described as having dyslexia.

Other Factors to Consider

<table>
<thead>
<tr>
<th>Issue or concern</th>
<th>Action that may be taken in school</th>
</tr>
</thead>
</table>
| Impact of attendance/punctuality upon learning | Check that school attendance, punctuality and/or school changes are not having a negative impact on the learning opportunities of the child.  
Where attendance/punctuality is poor, use this information to ask questions about the possible reasons for this.                                                                                                                                                                                                                                           |
| Severe and persistent difficulty      | Is English as an Additional Language a compounding factor? (ie consider the length of time a pupil has had exposure to English and identify what, if any, skills the pupil has in literacy in mother tongue that maybe transferable).  
Look for evidence of severe and persistent difficulty (in practice a Chronological Age (CA): Test Age (TA) discrepancy, on a reliable single word reading and/or spelling test, where CA exceeds TA). Judgement of severity is a professional task for the practitioner, in consultation with other professionals, and needs to take account of the learner’s age, history, learning style and temperament, including confidence and self-esteem. Fluency needs to be assessed alongside language skills, reading/spelling ability and reading comprehension.  
Use of suggested tests for screening as previously noted (see appendix 1). |
| Emotional barriers to learning        | Consider possible emotional and behavioural barriers to literacy learning.  
Collect evidence of child’s attitude to learning and reading, this can be informal notes, and where possible include the pupil’s voice.                                                                                                                                                                                                                                    |

All the above factors should be considered in light of and bearing reference to existing relevant documentation (such as the Code of Practice, B&H Children’s Services documentation).
Explanation of Statutory Process

Where the pupil’s difficulties are considered to be significant and long-term, the school or parents/carers may request a statutory assessment. All requests for statutory assessment are considered by Brighton and Hove’s SEN Panel, according to criteria detailed in the Code of Practice. The LA will seek evidence from the school that appropriately targeted interventions have been continued for a reasonable period of time without success and that alternatives have been tried. By the time the head teacher considers asking for statutory assessment of a child’s special educational needs, the school should be able to provide written evidence of or information about:

- The school’s action (see B&H Graduated Response Flowchart)
- Individual education plans/provision map for the pupil with outcomes
- The pupil’s health including the child’s medical history where relevant
- National Curriculum levels
- Attainments in literacy and mathematics
- Educational and other assessments, for example, from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers and of the child
- Involvement of other professionals
- Any involvement by social services

The central SEN panel that meets on a regular basis studies the evidence. The aim is to ensure fair and consistent decisions about pupils with similar needs across the city of Brighton & Hove.

A Graduated Response – Interventions

All schools should be able to identify early on, pupils who are experiencing difficulties with phonological processing and early word reading/spelling.

Using the ‘Waves’ approach to provision – schools should work towards providing waves of support.

Wave 1 – “Quality First Teaching” and a “Dyslexia Friendly” classroom

Teaching Strategies

- Multi-sensory teaching strategies
- Use of inclusive teaching techniques, eg talking partners, peer support
- Effective differentiation of work eg: by task/by outcome/by material
- Pre teaching vocabulary
- Limited copying off the board
- Strengths as well as difficulties of all pupils are known
- Visual support eg visual timetable
- Variety of learning styles addressed within a lesson
- Various methods of recording encouraged eg: mind mapping, ICT, drama, pictures, flowchart, oral presentations
- Chunking instructions into small parts
- Teaching memory strategies eg mnemonics, visualisation
- Providing brain breaks
- Positive marking to support personal targets
- Using a high quality phonics programme such as ‘Letters & Sounds’, allowing pupils to learn at their own pace, and with opportunities for over learning and reinforcement.
• Study skills support (age appropriate)
• Access to pastoral support for self-esteem, confidence and anxiety management

Recommended Equipment, resources and the environment

• **Tabletop ‘toolkits’** may include high frequency word lists, topic words, sound mats, writing frames, post it notes, highlighter pens, personal dictionaries, visual prompts for active listening, b/d cards, pencil grips, reading rulers/tinted overlays, sloping boards

• **Access to ICT** to support reading and writing, eg Clicker, Wordshark, Nessy Learning, Inspiration, Dragon Dictate, Co:writer, Load2learn ebooks, voice recorder

• **Coloured backgrounds and dyslexia friendly fonts** eg Sassoon, Arial, Comic Sans on Smartboards and worksheets

• **Displays** to include (as appropriate), alphabet, high frequency words, topic words, days of the week, months of the year, narrative prompts (who, where, when, what happened, end), phonic prompts, mind maps, all with picture support.

• **Access to high interest/low reading age books and audio books.**

For further advice on Dyslexia Friendly teaching see www.thedyslexia-spldtrust.org.uk

**Wave 2 – Time Limited Evidence Based Interventions**

**Brighton and Hove schools use a range of evidence based interventions, including**

- Early Literacy Support for Year 1 (ELS)
- Acceleread/accelewrite
- Better Reading Partners/Better Writing Partners
- Fisher Family Trust
- Lexia
- Rapids and Rapids Plus
- Read Write Inc and Read Write Inc Fresh Start


**Wave 3 – Individual Intervention Programmes**

Brighton & Hove schools use evidence based specialist programmes of intervention at Wave 3.

Wave 3 support may include interventions such as specialised teaching, enhancing Quality First Teaching, training for school staff and advice from other B&H support services. Interventions may include LSS programmes, Reading Recovery and/or specialist ICT.

For up to date guidance when choosing wave 2 and wave 3 literacy interventions see: http://www.interventionsforliteracy.org.uk
Access Arrangements and Dyslexia

Identified dyslexic difficulties do not automatically entitle pupils to access arrangements to be made for National assessments/examinations. There are different types of access arrangements that are possible for pupils ie reader, scribe, rest breaks, additional time, use of ICT and as such there are different requirements for each of these.

To access the current year’s access arrangements details please use these documents:

National Curriculum Key Stage 2 – assessment-and-reporting-ks2 assessment & reporting page
Key Stage 4 and above – www.jcq.org.uk

Dyslexia and the Code of Practice

Dyslexia is listed in the Code of Practice under Cognition and Learning. Currently, when schools are asked to complete their PLASC data – Pupil Level Annual School Census – in January each year, they are required to submit the numbers of pupils with SpLD (Specific Learning Difficulties) working at School Action, School Action Plus, or Statement of Special Educational Need level. Children with dyslexia should be recorded on PLASC as a SpLD under Cognition and Learning. Please note that these arrangements may change under the SEND review (see page 18). For further guidance please see www.teachernet.gov.uk/management/ims/datacollections

Professional Expertise and Development

Currently, the Local Authority has a role in making training and information available to schools through specialist services that include:

Support Services

Literacy Support Service (LSS)

The Literacy Support Service (LSS) which is available as a ‘buy back’ service to schools. Teachers employed as part of the LSS team hold a specialist qualification in Dyslexia-SpLD and can provide the following range of support to schools:

- Supporting SENCos in reviewing screening/identification procedures, by attending meetings with parents, facilitating liaison with other agencies and advising on appropriate deployment of support staff.
- Supporting class teachers in planning successful learning outcomes for pupils with dyslexia, in producing effective and manageable targets and provision and through feedback and liaison on meeting the needs of particular pupils across the curriculum.
- Training of school staff in the use of personalised support strategies/programmes (including Wave 3 materials). To promote the effective support of individual pupils where appropriate, including in-class observations and support strategies to enhance independent learning.
- Delivering INSET for whole school staff, or identified groups, tailored to suit the school’s particular needs.
- Supporting individual pupils by investigating and providing feedback/information on their particular learning needs, regular support at SA+ and for pupils with Statements of SEN, attendance at review meetings, trialling and loan of suitable resources.
• Administration of current, age-appropriate standardised assessments providing recommendations and feedback to address individual pupil needs.
• Offering guidance and resources to parents/carers in relation to strategies to support their child’s additional needs.

**Educational Psychology Service (EPS)**

The Educational Psychology Service (EPS), which offers visits to all maintained schools in Brighton & Hove. As part of these visits individual EPs offer:

• Consultation and advice around literacy difficulties, at individual, group, and organisational level (eg through Planning and Review meetings)
• Involvement with the child, family and school, and other agencies to promote an ecological whole-child assessment to identify possible causes of literacy difficulties.
• Individual assessment to investigate literacy and phonological processing skills difficulties.
• Guidance to parents/carers in relation to strategies to support their child’s additional needs
• Training to support schools’ work with pupils who have literacy difficulties, eg Precision Teaching.
• Provision of up-to-date information on best practice for Wave 1, Wave 2 and Wave 3 interventions as it becomes available either from local or national work.
• Work with Parent Partnership as appropriate in delivering courses for parents on supporting children with dyslexia.

**Every Child a Reader (ECaR)**

Every Child a Reader is a school led approach which aims to ensure that every child achieves success in literacy through carefully targeted support. ECaR schools use the approach effectively to address the needs of children below target in literacy learning to ensure that as many as possible make progress to age-related expectations by the end of Key Stage 1 and maintain their progress over the course of Key Stage 2. ECaR interventions are evidence based and time limited. Reading Recovery has an unparalleled track record of preventing literacy failure through early intervention.

The service provides:

• Initial training and continuing professional development of Reading Recovery teachers who provide effective intensive teaching for the very lowest attaining children in Y1/2.
• Training for all school staff in a range of linked evidence based effective literacy interventions (Better Reading Partners, Fisher Family Trust, Talking Partners)
• Ongoing professional support for all school staff to ensure quality first literacy teaching and intervention work successfully together in line with Teacher Standards Sept 2012 and Ofsted 2012
• Quality Assurance and Accreditation from the Institute of Education. Progress data and annual reports at school, local and national level provide quantitative evidence of impact (Pupil Premium requirement)
• Support in Leadership of Literacy Learning towards sustainable and embedded policy and practice
• Clear standards and guidelines agreement for successful implementation.
Language Support Service

The Language Support Service is a team of specialist speech and language teachers providing advice, support and training to all maintained mainstream primary and secondary schools across the city.

This provision includes:

- Providing a Mainstream speech, language and communication service to schools with our NHS colleagues, speech and language therapists
- Consultation and advice to schools around speech, language and communication needs (SLCN), at individual, group, class and whole school level
- Termly action planning meetings with SENCOs, and Speech and Language Therapists, to plan provision for all children with SLCN.
- Providing advice at multidisciplinary planning and review meetings (PARMS)
- Advice, support and training at universal, targeted and specialist levels to schools
- Individual assessment to investigate SLCN within the class context
- Involvement with parents, other agencies and professionals in support of SLCN, providing advice and support and ensuring close liaison
- Submitting reports to assist with Statutory Assessment, Annual Review, and Specialist placements

Ethnic Minority Achievement Service (EMAS)

EMAS teachers are specialist EAL teachers with experience of teaching oral and written skills to children who are learning English as an Additional Language. EMAS can help with:

- Information on educational, cultural and linguistic background
- Mother tongue skills, including assessment as appropriate
- Assessment of English
- Target-setting for EAL learners
- Further guidance on EAL learners with SEN
One-to-One Tuition Service

Schools can buy in 1:1 tutors for Literacy and Numeracy. Schools select pupils who are working just below age-expectation levels, set key targets/outcomes and aim to secure basic concepts and develop key skills in core subjects. Key points include:

- Programmes of one-to-one tuition are normally of 10 hours duration (one hour per week)
- Pupils selected are working just below age expectation level and not considered as having ‘special needs’
- Pupils have a clear set of targets/ outcomes for the intervention as negotiated between the class/subject teacher, pupil, tutor and parents
- Targets relate to the pupil’s broader programme for the month/ half term/ term/year
- The school is principally responsible for quality assuring (QA) the intervention. However, further QA will be carried out by the local authority on request
- Schools should use its own forms of assessment (Teacher Assessment/internal SATs) to gauge progress of particular pupils/groups of pupils progress pre and post the intervention
- The success of the 1:1 interventions should be assessed by the school at the end of each school year and a cost/benefit analysis undertaken
- Future interventions with the pupil take into account the quality of success achieved through the current intervention

Schools are also encouraged to:

- Have completed dyslexia awareness training such as the Inclusion Development Programme (IDP) which provides a Continuing Professional Development (CPD) opportunity for school staff to attain foundation level knowledge and skills in dyslexia. This should be regularly reviewed in order to keep skills up to date in line with national developments. This could also be achieved through school staff attending a course on dyslexia, whole school INSET or Department INSET provided either by a suitably qualified member of staff or an external agency such as the Literacy Support Service or Educational Psychology Service.
- Have, wherever possible, at least one member of staff who has undertaken further dyslexia training.
The Future of SEN – the biggest change for 30 years

In March 2014, the Children and Families Act 2014 received Royal Assent. The Act will make significant changes to the ways in which children and young people with special educational needs or learning difficulties and disabilities are supported, including the introduction of a new, single system from birth to 25. It is important to note that the SEN provisions in the Act and the new SEN Code of Practice do not come into force until 1 September 2014. Until this date the existing legislation and Code remain in force.

The reforms include:

- Replacing Statements of Special Educational Needs with a single integrated assessment process and an Education, Health and Care Plan
- A requirement that Local Authorities in England work with local health services to plan and commission support across education, health and social care
- A requirement that Local Authorities publish a Local Offer of the services available to children, young people and their families
- Provision of statutory protection comparable to those with statements of SEN for young people who are in education or training up to the age of 25
- Replacement of School Action and School Action Plus with one SEN level of need
- Differentiation between those who need additional support (teaching or pastoral) to “catch up” and those who need a tailored approach to address a specific SEN
- Giving all young people and parents of children with an Education, Health and Care Plan the option of holding a personal budget, giving them greater control over how their support is delivered.
- Promoting mediation to resolve disagreements between parents/young people and the Local Authority

The reforms are being tested in 20 pathfinder areas, covering 31 local authorities (including Brighton & Hove) and their health partners. The timetable for the introduction of reforms is as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 2014</td>
<td>Royal Assent</td>
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<tr>
<td>June 2014</td>
<td>new Code of Practice finalised</td>
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<tr>
<td>June 2014</td>
<td>Transition arrangements finalised</td>
</tr>
<tr>
<td>September 2014</td>
<td>Implementation</td>
</tr>
<tr>
<td></td>
<td>Part 3 of Children and Families Act (relating to SEN) plus new Regulations and Code of Practice in force</td>
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This Dyslexia Guidance will be reviewed in 2017.
### Appendix 1 – Recommended Assessments for Primary Phase

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<tr>
<th>Step</th>
<th>Screening or Assessment Tools</th>
<th>Purpose of Assessment</th>
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Step 3
Referral to Support Services eg: LSS/EP Service

<table>
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<tr>
<th>LSS Core Assessments</th>
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<tbody>
<tr>
<td>1. YARC Infant/Junior/Secondary</td>
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<tr>
<td>2. DRA</td>
</tr>
<tr>
<td>3. TOWRE2 reading.</td>
</tr>
<tr>
<td>4. HAST 2 spelling</td>
</tr>
</tbody>
</table>

Further assessments could include:
5. CTOPPS
6. WRAT4
7. WIAT-11-T
8. WMTB
9. Writ
10. TOMAL2
11. DASH
12. Beery Buktenica VMI
13. Dyslexia Portfolio

Educational Psychologist assessments can include:

**Cognitive Ability Tests,**

eg British Ability Scales 3 Core Scales, WISC-IV-UK

**Diagnostic Tests,**

eg British Ability Scales 3 Diagnostic Scales, WIAT-II-UK

**Pseudoword Decoding**

**Attainment Tests,**

eg BAS 3 Achievement Scales: Word Reading/Spelling, WIAT-II-UK Word Reading/Reading Comprehension.

| 1. Standardised assessments: Infants giving reading/spelling ages, Junior passage reading |
| 2. Standardised assessment giving reading/spelling ages/centiles |
| 3. Standardised single word reading: real word & non word |
| 4. Standardised spelling assessment giving spelling ages/centiles |
| 5. Phonological assessment used for Primary and Secondary |
| 6. Standardised assessment giving reading/spelling ages/centiles |
| 7. As above (restricted test) |
| 8. Working memory battery |
| 9. Cognitive assessment |
| 10. Memory and Learning |
| 11. Speed of handwriting |
| 12. Visual/Motor Integration |
| 13. Battery of tests including word reading and spelling, processing speed, phonological awareness, working memory. Gives standardised scores and centiles and an ipsative profile. |
# Appendix 2 – Recommended Assessments for Secondary Phase

<table>
<thead>
<tr>
<th>Step</th>
<th>Screening or Assessment Tools</th>
<th>Purpose of Assessment</th>
</tr>
</thead>
</table>
| **Step 1**  
Initial Screening | **Year 7** whole school Screening completed as group testing:  
1. Cognitive Assessment Tests  
2. Reading Comprehension Test eg Suffolk, Accelerated Reader  
3. Single Word Spelling Test eg Vernon, Diagnostic Spelling Test (DST), WRAT 4  
4. 10/20 minute Free Writing sample  
Additional testing on a 1:1 may include the DRA, WRAT 4  
**Year 9** Screening for Access Arrangements for GCSE completed as group testing:  
1. Reading Comprehension Test, eg Suffolk, Edinburgh  
2. Single Word Spelling Test, eg Vernon  
3. 10/20 minute Free Writing / Robin Hedderley’s Sentence Completion Test | Baseline assessment of all students  
To scrutinise scores and identify needs in line with observations from subject teachers and in class observations  
Those with significant identified areas of learning need proceed to level 2  
All baseline results recorded on student profiles for tracking and on school’s data  
Results compared with year 7 screening results. Students whose standardised score(s) remain below or around 90 to proceed to level 2. |
### Step 2
**Individual Screening**

1. WRAT 4 Single word reading assessment
2. WRAT 4 Single word spelling
3. Computerised screening eg LASS secondary

For **Access Arrangements** the above plus:

1. Reading Comprehension Access Reading Test/ Edinburgh 4
2. TOWRE 2 Reading Efficiency
3. Handwriting Speed DASH
4. Processing Speed PhAB/CTOPP
5. Digit Span
6. Lucid Exact

To check decoding accuracy compared to text reading skills. To check encoding accuracy compared to text writing skills.

### Step 3
**Referral to Support Services eg LSS/EP Service or teacher with specialist Dyslexia Qualification in your school**

**LSS Core Assessments**

1. YARC
2. DRA
3. TOWRE2 reading
4. HAST 2 spelling

Further assessments could include:

6. CTOPPS 2
7. WRAT4
8. WIAT-11-T
9. WMTB
10. WRIT

Educational Psychologist assessments can include:

- **Cognitive Ability Tests,** eg British Ability Scales 3 Core Scales, WISC-IV-UK
- **Diagnostic Tests,** eg British Ability Scales 3 Diagnostic Scales, WIAT-II-UK Pseudoword Decoding
- **Attainment Tests,** eg BAS 3 Achievement Scales: Word Reading/Spelling, WIAT-II-UK Word Reading/Reading Comprehension

1. Standardised assessments: Infants giving reading/spelling ages; Junior passage reading.
2. Standardised assessment giving reading/spelling ages/centiles
3. Standardised single word reading: real word & non word
4. Standardised spelling assessment giving spelling ages/centiles
5. Phonological assessment used for Secondary
6. Standardised assessment giving reading/spelling ages/centiles
7. As above (restricted test)
8. Working memory battery
9. Cognitive assessment
### Appendix 3 – Links to assessment websites and approximate costs

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Website</th>
<th>2013 Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suffolk Reading Scale</td>
<td><a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a></td>
<td>Over £50</td>
</tr>
<tr>
<td>Hodder Group Reading Test</td>
<td><a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a></td>
<td>Over £50</td>
</tr>
<tr>
<td>PhaB</td>
<td><a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>Neale</td>
<td><a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>SPAR</td>
<td><a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a></td>
<td>Under £50</td>
</tr>
<tr>
<td>Vernon</td>
<td><a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a></td>
<td>Under £50</td>
</tr>
<tr>
<td>Dyslexia Portfolio</td>
<td><a href="http://www.dyslexiaportfolio.co.uk">www.dyslexiaportfolio.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>DRA</td>
<td><a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>HAST</td>
<td><a href="http://www.arkellcentre.org.uk">www.arkellcentre.org.uk</a></td>
<td>Over £50</td>
</tr>
<tr>
<td>YARC</td>
<td><a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>TOWRE</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>WRAT 4</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>WIAT-11-T</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>CTOPPS</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>WRIT</td>
<td><a href="http://www.dyslexiaactionshop">www.dyslexiaactionshop</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>WMTB</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>TOMAL2</td>
<td><a href="http://www.annarbor.co.uk">www.annarbor.co.uk</a></td>
<td>Over £350</td>
</tr>
<tr>
<td>DASH</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
<td>Over £100</td>
</tr>
<tr>
<td>Beery Buktenica VMI</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
<td>Over £150</td>
</tr>
<tr>
<td>Dyslexia Portfolio</td>
<td><a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a></td>
<td>Over £150</td>
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## Appendix 4 – Important books/reference materials

<table>
<thead>
<tr>
<th>Publication</th>
<th>Description</th>
<th>2013 Cost/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Brooks ‘What works with pupils with Literacy Difficulties’ Updated 2013</td>
<td>Survey of nationally used Literacy programmes reported to show measurable progress</td>
<td>Available as a pdf from <a href="http://www.interventionsforliteracy.org.uk/">http://www.interventionsforliteracy.org.uk/</a></td>
</tr>
<tr>
<td>SpLD Inclusion Development Programme</td>
<td>Self-teaching CD-Rom for teachers to improve Foundation Level knowledge of Dyslexia-SpLD</td>
<td>Free to download Access via the Dyslexia-SpLD Trust website (see Appendix 5)</td>
</tr>
</tbody>
</table>
## Appendix 5 – List of Important websites/contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dyslexia-SpLD Trust</td>
<td>Umbrella Organisation consisting of important Dyslexia-SpLD organisations eg: BDA/PATOSS/Dyslexia Action</td>
<td><a href="http://www.thedyslexia-spldtrust.org.uk">www.thedyslexia-spldtrust.org.uk</a> You can access the following from this site: Inclusion Development Programme (Dyslexia) Interventions for literacy</td>
</tr>
<tr>
<td>British Dyslexia Association</td>
<td>Voluntary organisation founded in 1972 to further assessment, teaching and research</td>
<td><a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a></td>
</tr>
<tr>
<td>Dyslexia Action</td>
<td>Voluntary organisation formed in 2006 (formerly Dyslexia Institute) to further assessment, teaching and training</td>
<td><a href="http://www.dyslexiaaction.org.uk">www.dyslexiaaction.org.uk</a></td>
</tr>
<tr>
<td>PATOSS</td>
<td>Professional Association of Teachers of Students with Specific Learning Difficulties</td>
<td><a href="http://www.patoss-dyslexia.org">www.patoss-dyslexia.org</a></td>
</tr>
</tbody>
</table>
# Appendix 6 – Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>EAL</td>
<td>English Additional Language</td>
</tr>
<tr>
<td>BESD</td>
<td>Behaviour Emotional Social Difficulties</td>
</tr>
<tr>
<td>DfES</td>
<td>Department for Education &amp; Skills</td>
</tr>
<tr>
<td>IDP</td>
<td>Inclusion Development Programme</td>
</tr>
<tr>
<td>INCo</td>
<td>Inclusion Co-ordinator</td>
</tr>
<tr>
<td>LA</td>
<td>Local Authority</td>
</tr>
<tr>
<td>PARM</td>
<td>Planning and Review Meeting</td>
</tr>
<tr>
<td>SATs</td>
<td>Standard Assessment Tests</td>
</tr>
<tr>
<td>SENCo</td>
<td>Special Educational Needs Co-ordinator</td>
</tr>
<tr>
<td>SEND</td>
<td>Special Educational Needs &amp; Disability</td>
</tr>
<tr>
<td>SLCN</td>
<td>Speech &amp; Language Communication Needs</td>
</tr>
<tr>
<td>SNS</td>
<td>Sensory Needs Service</td>
</tr>
<tr>
<td>Specialist Literacy Teacher</td>
<td>A qualified teacher holding recognised additional qualifications for Dyslexia-SpLD</td>
</tr>
<tr>
<td>SpLD</td>
<td>Specific Learning Difficulties</td>
</tr>
</tbody>
</table>
**Acknowledgements**

The Dyslexia Task Group was set up in 2008 to look at devising a city wide approach to literacy needs and dyslexia. The group comprised professionals from different disciplines within the Brighton and Hove Children and Young People’s Trust who gave generously of their time in order to enable the production of the original Guidance for Schools. The group was comprised as follows:

<table>
<thead>
<tr>
<th>Chair</th>
<th>Position</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Forknall</td>
<td>Area Manager &amp; Senior Educational Psychologist (EP)</td>
<td>Schools &amp; Community Team</td>
</tr>
<tr>
<td><strong>Task Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dario Pellegrini</td>
<td>Educational Psychologist</td>
<td>Local Authority</td>
</tr>
<tr>
<td>Jo Fish</td>
<td>SENCo/INCo</td>
<td>Woodingdean Primary School</td>
</tr>
<tr>
<td>Sam Norton</td>
<td>SENCo</td>
<td>Balfour Junior School</td>
</tr>
<tr>
<td>Margot Little</td>
<td>SENCo/INCo</td>
<td>Bevendean Primary School</td>
</tr>
<tr>
<td>Julie Fowler</td>
<td>SENCo/INCo</td>
<td>Elm Grove Primary School</td>
</tr>
<tr>
<td>Judith McKerchar</td>
<td>Specialist Literacy Teacher</td>
<td>Schools &amp; Community Team</td>
</tr>
<tr>
<td>Tessi Archer</td>
<td>SENCo/INCo</td>
<td>Carden Primary School</td>
</tr>
<tr>
<td>Helen Booth</td>
<td>SENCo/INCo</td>
<td>Hertford Junior School</td>
</tr>
<tr>
<td>Matthew Johnson</td>
<td>Lead Specialist Literacy Teacher</td>
<td>Schools &amp; Community Team</td>
</tr>
<tr>
<td>Claire Saddler</td>
<td>Specialist Literacy Teacher</td>
<td>Schools &amp; Community Team</td>
</tr>
<tr>
<td>Ali Mayhew</td>
<td>Head of Service (LLSS)</td>
<td>Local Authority</td>
</tr>
<tr>
<td>Sarah O’Dair</td>
<td>Head of Paediatric SLT</td>
<td>Speech &amp; Language Therapy</td>
</tr>
</tbody>
</table>

In 2012 a new Working Party was set up to revise the Dyslexia Guidance.

<table>
<thead>
<tr>
<th>Chair</th>
<th>Position</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Johnson</td>
<td>Lead Professional</td>
<td>Literacy Support Service (LSS)</td>
</tr>
<tr>
<td><strong>Working Party</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ali Mayhew</td>
<td>Head of LLSS</td>
<td>Local Authority</td>
</tr>
<tr>
<td>Allison Burgin</td>
<td>SENCo/INCo</td>
<td>West Blatchington Primary School</td>
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<tr>
<td>Cathy Smith</td>
<td>SENCo/INCo</td>
<td>Coldean Primary School</td>
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<tr>
<td>Christine Connolly</td>
<td>SENCo/INCo</td>
<td>St. Nicolas Primary School</td>
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<tr>
<td>Claire Saddler</td>
<td>Specialist Literacy Teacher</td>
<td>LSS</td>
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<tr>
<td>Hildi Mitchell</td>
<td>SENCo</td>
<td>Elm Grove Primary School</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Organization</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Jackie Hawkins</td>
<td>SEN Casework Manager</td>
<td>Local Authority</td>
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<tr>
<td>Judith McKerchar</td>
<td>Specialist Literacy Teacher</td>
<td>LSS</td>
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<tr>
<td>Julie Stewart</td>
<td>Specialist Literacy Teacher</td>
<td>LSS</td>
</tr>
<tr>
<td>Kay Watson</td>
<td>SENCo/INCo</td>
<td>St. Luke’s Primary School</td>
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<tr>
<td>Louise Zahra</td>
<td>Manager</td>
<td>Every Child a Reader (ECaR)</td>
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<tr>
<td>Margaret Crompton</td>
<td>Educational Psychologist</td>
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<td>Margot Little</td>
<td>SENCo/INCo</td>
<td>Bevendean Primary school</td>
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<tr>
<td>Mary Merlo</td>
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<td>Hertford Infants</td>
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<tr>
<td>Phil Cowley</td>
<td>Educational Psychologist</td>
<td>Local Authority</td>
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<tr>
<td>Rachel Tuck</td>
<td>SENCo/INCo</td>
<td>West Blatchington Primary School</td>
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<tr>
<td>Sinead Kiernan</td>
<td>SENCO/INCo</td>
<td>Stanford Junior School</td>
</tr>
<tr>
<td>Suzanne Riddle</td>
<td>SENCo/INCo</td>
<td>West Hove Juniors</td>
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</tbody>
</table>

Thanks are also extended to all the Primary/Secondary SENCos/INCos and other professionals across Brighton & Hove who, through the Primary/Secondary SENCos Forum mechanism, supported and contributed to this guidance.