



Dyslexia Policy

Department of Education and Children
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POLICY

1. LEGISLATION

The relevant legislation is the Education Act 2001, Chapter 33, Part 2, Sections 18, 19, and 20.

2. POLICY STATEMENT

The Department of Education and Children (DEC) is committed to inclusive education. Whatever the pattern or severity of difficulties, a dyslexic student will be supported in mainstream classes, alongside his/her non-dyslexic peers, so that s/he has access to a broad and balanced curriculum. The DEC supports this commitment with the following policy objectives:

3. POLICY OBJECTIVES

- To raise awareness and understanding of dyslexia in all educational establishments through training and consultation.
- To ensure that parental concerns about dyslexia are acknowledged and addressed.
- To improve assessment and intervention practice so that a student's learning differences are noticed and teaching is adjusted appropriately as early as possible in the student's educational career, and continually throughout all key stages.

4. DEFINITION OF DYSLEXIA

The DEC acknowledges the working definition of dyslexia given in the Rose Report (Rose, 2009), but prefers to base its policy on the working definition proposed by the Division of Educational and Child Psychology (DECP) of the British Psychological Society (BPS) working party:

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. (Division of Educational and Child Psychology, 1999)

This definition, unlike that contained in the Rose Report, alerts the adults working with children to the possibility of a student being a *compensating* dyslexic, where s/he has learned to read and spell, but has done so with great difficulty (see Section 5.2).

Dyslexia is sometimes referred to as a Specific Learning Difficulty (SpLD).

Other SpLDs include:

- Dyspraxia, or Developmental Coordination Disorder (DCD)
- Dyscalculia
- Attention deficit disorder, with or without hyperactivity (ADD/ADHD)
- Dysphasia, speech and language delay and/or deficit

More than one SpLD may occur, e.g. dyslexia with a tendency towards one of the other SpLDs. There may also be co-occurrence with Autistic Spectrum Conditions (ASCs).

Prevalence

Dyslexia is the most commonly occurring type of special educational need, and, as such, is one of the most fundamental barriers to achievement for students in the Isle of Man. Figures for the prevalence of dyslexia in the population vary, depending on the definition used, from between 4 – 8 % (Rose, 2009), and 15 – 20% (The Dyslexia-SpLD Trust, 2009).

Long-term effects

The DEC acknowledges that there is a link between dyslexia and low self-esteem (Ridsdale, 2004), and that this can sometimes lead to emotional and behavioural difficulties for some students (Lopes, 2007; Place, Wilson, Martin, & Hulsmeier, 2000). A link has been established between dyslexia and juvenile offending (Kirk & Reid, 2001). The DEC recognises that early and effective support to overcome barriers to learning and achievement are essential in order for students to develop a positive approach to learning, a healthy self-esteem, and to lower the likelihood of juvenile offending.

PROCEDURE

5. IDENTIFICATION OF DYSPLEXIA

5.1 When to use the term 'dyslexia'

Literacy difficulties exist on a continuum, and there is therefore no cut off point where a student can be said to be, or not to be, dyslexic. For clarity, the DEC recognises that a student is dyslexic if s/he meets the criteria described in the working definition proposed by the Division of Educational and Child Psychology (DECP) quoted in Section 4.

5.2 Compensating dyslexics

When a child learns to read and spell, but with great difficulty and as a result of much additional effort, s/he can be said to be 'compensating' for his/her difficulties. Skills learned in this way, even if age-appropriate when measured on a standardised test, often retain a residual lack of fluency. Compensating dyslexics can be difficult to spot because age-appropriate reading and spelling scores sometimes mask this underlying lack of fluency.

Any underlying lack of fluency can create difficulties for the student in later Key Stages as the demands of the curriculum increase. Understanding the origins and nature of the difficulties can help the student and teachers to decide the types of support that may help the student at his/her current level.

5.3 Early identification

The identification of dyslexia needs to be made as early as possible. The earlier a student's needs are recognised, the earlier appropriate support and interventions can be put into place. When dyslexia goes unrecognised, the student can lose self-esteem and motivation, and this can have an adverse effect on his/her emotional wellbeing and behaviour. It is possible to identify pre-school children who may later be found to be dyslexic, and early signs are listed in Section A in the Guidance Document. Suggestions of strategies that may be useful to support the child at this age may be found in Section F in the Guidance Document.

A student who has had an initial struggle to establish his/her early literacy skills, but who has been able to compensate for his/her early difficulties (see Section 5.2) must have this information noted on his/her school record. This information may help the student, his/her parents, and the teachers to understand the nature of any future difficulties with learning that occur at higher Key Stages, when, because the reading and spelling skills may be age-appropriate, the underlying dyslexia is hidden.

5.4 Promoting partnership with parents

Any concerns raised by parents regarding the progress of their child in any area of school life must be acknowledged and addressed promptly and constructively. If there is a difference of opinion about the child's progress, it is the responsibility of the school to gather evidence about the child's performance and discuss the findings with the parents.

5.5 How is dyslexia identified?

In order to meet the criteria laid down by the DECP, as detailed in Section 4, the following information will be needed:

- Difficulties establishing letter-sound skills noticed in focused group teaching.
- Lack of fluency noted in the student's performance, for example:
 - For reading: slow speed of reading, inability to use expression in reading, poor reading comprehension, lack of enjoyment of reading.
 - For writing: slow speed of writing, immature handwriting style, content of writing not reflecting the student's verbal expression.
- A history of the early development of the student's reading and spelling to detect older compensating dyslexics, who may have established age-appropriate reading and spelling skills, despite early difficulties.
- Research has shown that there are often genetic factors underlying dyslexia, and therefore, if there is any family history of dyslexia, the chance of a child

born into the family being dyslexic is increased. It is therefore useful to elicit the family history with regards to dyslexia, bearing in mind that this learning style was often unrecognised in the past. For some adults, a lack of progress at school was explained in terms of a 'lack of intelligence' or 'laziness', and a reluctance to read and write is likely to be an enduring feature of their lives as adults.

5.6 Which assessments should be used?

There is no one test/screener that will reliably identify dyslexia. Suggestions of assessments for reading and spelling may be found on the Special Needs Wiki. Follow the links for SENCos → Resource Assessment Pack (RAP) → Cognition and Learning.

A checklist of common indicators of dyslexia is included in Sections B & C in the Guidance Document.

The DEC advises caution in the sole use of Dyslexia Screening Tests to identify dyslexia. While in some cases they may provide useful information about a student's learning style, they can in other cases result in false negatives, especially in the case of those students who are compensating for their dyslexia (see Section 5.2). This is because the screening assessments do not examine all the relevant factors needed to meet the DECP working definition mentioned in Section 5.5. If a dyslexia-screening test is used, and a negative result is obtained, the Special Educational Needs Coordinator (SENCo) must consider this result in the light of information already gathered about the student as outlined in Section 5.5.

5.7 Who should identify dyslexia?

Dyslexia can be identified by anyone with suitable training and experience, including teachers, and SENCos. It is not necessary for an Educational Psychologist (EP) or other specialist to identify a student as being dyslexic. Educational Psychology, or other specialist input, may be useful for helping to problem solve issues, for example, with the dyslexic learner's access to the curriculum, or in meeting his/her needs in other areas.

5.8 Training

The DEC will continue to provide up-to-date information on, and training for all teachers and support staff about the identification of dyslexia, and on suitable strategies to support the dyslexic learner across all areas of the curriculum.

6. MEETING THE NEEDS OF THE DYSLEXIC LEARNER

In keeping with the *Essentials for Learning (E4L)* principles, the DEC recognises that it is vitally important that the level of the dyslexic student's lower-order literacy skills (word recognition, and spelling) must not be allowed to interfere with his/her ability to access the full range of the curriculum at school. In order to provide provision that routinely supports the development of the 6Rs for dyslexic students, two strands of intervention will be necessary; these must be instigated as early as possible, and followed concurrently:

Strand 1: To provide a structured and systematic teaching programme aimed at helping the dyslexic student to develop lower-order word recognition and spelling skills.

Strand 2: To facilitate curriculum access at a level appropriate to the student's general ability levels to stimulate the development of the student's higher-order reading (comprehension), and writing (composition) skills.

6.1 Strand 1: Structured and systematic teaching programme

The DEC follows a graduated response to guide the process of meeting the needs of children who have difficulties with their learning: Record of Concern, School Action, School Action Plus, and Higher Level Need (see Section D in the Guidance Document).

6.1.1 RECORD OF CONCERN:

6.1.1.1 *Recognising early signs of dyslexia*

Teachers will recognise when a student is struggling to establish basic literacy skills. A note of this difficulty must be made on the student's Special Educational Needs (SEN) file, so that new teachers can be made aware of the student's dyslexic learning style.

As with the development of any new skill, there will be a normal variation in the time taken to establish reading and spelling skills, when these are first learned. Because of this, it may be difficult for a teacher in Key Stage 1 to determine whether or not a child's early struggle to establish basic literacy skills is because s/he is learning differently. Many of the strategies suggested for dyslexic learners reflect good teaching and learning practice in Foundation Stage and Key Stage 1 classrooms. By embedding *Classroom Friendly Strategies* included in the RAP into day-to-day teaching, schools will ensure that provision will support students at risk of being dyslexic.

6.1.1.2 *Parental involvement*

Parents must be kept fully informed as soon as there is a concern about their child's learning, and the teacher and/or the SENCo must advise them on the nature of the difficulties noted. If the parents are involved in the planning processes for their child, they will be able to support their child's education at home by reinforcing work done in school. The teacher or the SENCo should direct the parents to appropriate voluntary organisations, such as The Manx Dyslexia Association (www.manxdyslexia.org.uk), the British Dyslexia Association (www.bdadyslexia.org.uk), Dyslexia Action (www.dyslexiaaction.org.uk), and Dyslexia Scotland (www.dyslexiascotland.org.uk).

6.1.2 SCHOOL ACTION:

If early difficulties persist, the SENCo should investigate these further. Information concerning the student's strengths and weaknesses in areas such as phonological awareness, reading, spelling, writing, and memory, will be needed in order to plan appropriate support. Suggestions of some standardised assessment materials that cover these areas can be found in the

Cognition and Learning section of the RAP (see Section E in the Guidance Document). The SENCo will be able to advise the class teacher on suitable strategies to support the dyslexic learner, such as the use of homework books, the need for additional time, or other simple measures that may be useful in the early stages (see Section 6.2, Section G in the Guidance Document, and Classroom Friendly Strategies in the RAP).

In Years 1, 2, and 3, some students may benefit from taking part in small-group catch-up interventions in school to complement the daily structured literacy lessons. The student's progress should be reviewed regularly so that the effectiveness of the intervention is monitored. If progress is not being made, the focus of the intervention should be changed to avoid the student facing a situation of repeated failure, and a cumulative negative effect on his/her self-esteem. Care should be taken to ensure that the student does not always miss out on the same mainstream lesson in order to attend small group interventions. It is particularly important that the dyslexic student attends mainstream literacy lessons, so that s/he has access to the same learning opportunities as his/her non-dyslexic peers (see Section 6.1.3.2).

Input from the school EP should not normally be needed at this time, but, if required, consultation may take place to help in the identification of simple measures that can be put in place to provide the necessary support.

Information including the results of assessments, types of interventions used, along with the outcomes of these interventions must be entered by the Class Teacher or SENCo in the Summary of Evidence document in the student's SEN file (see SENCo Wiki, under Graduated Response).

6.1.3 SCHOOL ACTION PLUS:

If, after 12 – 20 weeks of intervention little or no progress is made, despite the interventions provided at School Action, and the dyslexic student has severe and persistent difficulties, a personalised intervention programme must be drawn up. At this stage, provision must be matched to the individual student's needs. Information gathered from standardised assessments, along with information from the student's performance on a placement test, such

as that contained in The Active Literacy Kit programme (see Cognition and Learning section of the RAP for details), will highlight areas of need and enable the SENCo to identify the correct starting place and content for an individualised programme.

The student's progress on each area of the individualised programme should be monitored at least half-termly, and revised so as to avoid the student facing repeated failure if the chosen intervention is not effective, and s/he is unable to make progress in particular areas. As at School Action, information including the results of assessments, types of interventions used, along with the outcomes of these interventions must be entered by the Class Teacher or SENCo in the Summary of Evidence document in the student's SEN file (see SENCo Wiki, under Graduated Response).

It must be remembered that each student will exhibit his/her own pattern of strengths and weaknesses, and, for some, certain areas of weakness may remain, whatever interventions are tried. If little or no progress is made in the development of a particular skill, the targets in the individualised programme should be reviewed, and different approaches used to target the development of this skill. If there is still no progress, then the target should be changed to one that builds on a strength that potentially will be able to help the student get round the persistent difficulty in this area (see 6.2 below). This is particularly important for the older student (Year 4 and above) who has persistent difficulties. For these students the content of the personalised intervention programme must shift to target the development of skills that will enable him/her to access a text-based curriculum despite his/her persistent difficulties with word recognition and/or spelling (see Section 6.2).

If the SENCo is unsure about how to meet the student's needs effectively, the EP may be consulted.

6.1.3.1 *Student involvement*

When the dyslexic student is faced time after time with tasks that s/he finds very difficult, and in some cases, impossible to do, the repeated failure may

have a negative effect on his/her levels of self-esteem, self-confidence, and motivation. To guard against this, the student must be encouraged to play an active role in his/her own learning by identifying which strategies s/he finds more or less helpful, and working with the teacher or SENCo to set suitable IEP targets. The older the student, the more important his/her involvement becomes (see Section 6.2)

6.1.3.2 *Context – duration and frequency*

The delivery of an intervention has been found to be most effective when given in short, frequent sessions, rather than longer, more irregular sessions.

It is important that the desire to help the student to develop the areas of weakness does not impede his/her opportunities to have the same learning experiences as his/her non-dyslexic peers. To this end, the periodicity of the personalised intervention programme must not be the same as that of the normal timetable, to ensure that the student does not repeatedly miss the same mainstream lessons. This is particularly pertinent to primary-aged students, unless s/he has been disapplied from a particular subject, and is therefore free at a regular time. Care must be taken to ensure that any decision taken to disapply a student from a particular subject does not restrict his/her progress later on in his/her school career.

6.1.4 HIGHER LEVEL NEED (HLN):

It is not possible to predict, with any certainty, how the development of a dyslexic student's literacy skills will respond to intervention. If access to the full range of the curriculum is facilitated for the dyslexic student, s/he should be able to remain cognitively challenged, stimulated, and therefore engaged with learning. Engagement with learning is very likely to have a positive effect on the development of the skills that have, hitherto, lagged behind. However, if the dyslexic student's difficulties exist alongside other SpLDs, or are having an impact on his/her learning across the curriculum and causing extreme vulnerability, despite following the recommendations in Section 6.2, it would be appropriate to stage the student at Higher Level Needs.

6.2 Strand 2: Facilitating access to the curriculum

The DEC understands that weaknesses in reading and/or spelling create barriers for the dyslexic student that make it difficult to access text-based learning. In order for the dyslexic student to have a fully inclusive education, the barriers to his/her learning need to be removed, or circumvented.

6.2.1 READING

Reading consists of more than just being able to use lower-order skills to recognise, pronounce, and understand the literal meaning of each word on a page correctly. A good reader has developed higher-order skills that enable him/her to, for example, make connections, make inferences, draw conclusions, predict, summarise, and critically evaluate the text.

The dyslexic student will be encouraged to read text in order to:

- Encourage the development of his/her reading skills.
- Access information.
- Develop an enjoyment of the written word.

6.2.1.1 *Encouraging the development of reading skills*

In Key Stages 1 & 2 the dyslexic student must follow a reading scheme that will target the development of his/her lower-order reading skills, as part of the graduated response to his/her difficulties (see Section 6.1). After this time, the choice of whether or not to continue following a reading scheme must be left up to the individual student (see Sections 6.2.1.3, and 6.2.5).

For the development of higher-order reading skills, text should (wherever possible¹) be differentiated by *access*, not by complexity. This applies to activities such as Guided Reading, and to any source material used in lessons at school. For example, students must be encouraged to take part in Guided Reading groups at the level of their comprehension and verbal skills, rather than taking part at the level of their word recognition skills. If the student is unable to read the text being used for the non-dyslexic students, the text should be made accessible to him/her by:

¹ The DEC recognises that it will take time for all teachers and support staff to become proficient in using the text-reading software that is now available to all schools, but expects that by September 2013 proficiency will have been achieved.

- A human reader; the teacher, a support officer, or a fluent reader in the class.
- Text-to-speech software (already included on the schools' computers and laptops).
- More sophisticated text-reading software, such as Kurzweil 3000.
- Uploading audio-books² onto devices such as iPods or other MP3 players, where these resources are available.

One advantage of using technology to make text accessible is that it offers the student greater independence, and this is arguably a more useful skill to develop than reliance on a human reader. The use of headphones will prevent any disturbance to the rest of the class when the student uses computer software to access text.

In this way, the dyslexic student can be given access to rich and challenging text, and so develop his/her higher-order reading skills. If the dyslexic student is given text that has been differentiated to the level of his/her lower-order reading skills, then s/he will miss out on the learning opportunities given to his/her non-dyslexic peers, and it will be much more difficult for the dyslexic student to develop his/her higher-order reading skills. In the absence of these opportunities, the dyslexic student may fall behind his/her peers in terms of his/her learning.

If the dyslexic student is only given stimulus material pitched at his/her reading level, two other issues may arise. Firstly, the student may become bored and frustrated because, often, the level of his/her verbal skills is much higher than the level of his/her lower-order reading skills. Boredom and frustration underlie many behavioural difficulties at school. Secondly, there is a danger that the student begins to equate his/her level of intelligence with the level of his/her lower-order reading skills, and this can be damaging to his/her self-esteem. The fundamental need of the dyslexic student to protect his/her self-esteem often lies at the root of task avoidant behaviour at school. This may take the form of withdrawal and, ultimately, school refusal, or

² The DEC recognises that building up electronic resources, such as a supply of audio books will take some time, but expects that such resources will be in place by September 2013.

misbehaviour, it being better to be thought 'the class clown', rather than risk others thinking that you are 'stupid'.

6.2.1.2 *Accessing information*

Poorly developed lower-order reading skills will have an impact on the ability of a student to access information conveyed by text. This must not be confused with the student's ability to understand the content or meaning of the text. Teachers should therefore differentiate text by *access*, as outlined in the previous section, in order for the struggling reader to be able to learn from, or make use of, the information contained within it. Many publishers are now making electronic copies of textbooks available, and, once in an electronic format, the text is easily accessible through the use of text-reading software. The use of headphones will obviate any disturbance to other pupils.

6.2.1.3 *Using audio books to develop an enjoyment of the written word*

In order to circumvent the problems caused by a lack of reading, the reluctant reader must be encouraged to listen to audio books³ (see Section G in the Guidance Document). Poorly developed lower-order reading skills make reading a difficult task, and because of this, the dyslexic student is often a reluctant reader. The more an individual reads, the more his/her vocabulary and general knowledge develop. A lack of reading can therefore contribute to a student falling behind in all areas of the curriculum.

Listening to audio books enables the student to:

- Develop an enjoyment of fiction and non-fiction because s/he can relax and 'get lost in the story'.
- Have access to high-quality vocabulary.
- Develop his/her appreciation of texts by having access to a wide range of styles and genres.
- Develop his/her general knowledge.
- Keep up with his/her peers, and what they are reading.

³ The DEC recognises that building up electronic resources, such as a supply of audio books will take some time, but expects that such resources will be in place by September 2013.

- Have full access to 'set books' used as part of the teaching curriculum. If the student is encouraged to listen to an audio recording of a set book **before** it is to be used in class, s/he may find it much easier then to read the book in lessons as a result.
- Some students may find it useful to follow along with the text in a hard copy of the book while listening to a recording of an unabridged version. If this is the case, it will help the student to further develop his/her lower-order word recognition skills. For other students, trying to follow along with the text may prove to be very difficult, particularly if the level of their word-recognition skills is very low. It is important to listen to, and accept the student's preference in this, as the main objective of listening to audio books is to cultivate the enjoyment of literature, and develop vocabulary and general knowledge.

6.2.2 WRITING

Writing is about much more than using lower-order skills to spell individual words correctly and write them legibly. A good writer has developed higher-order skills that enable him/her to express complex ideas through, for example, good use of connectives, adjectives, adverbs, clauses, sentence types, and metaphor.

6.2.2.1 *Barriers to the development of higher-order writing skills*

The quality of work the dyslexic student is able to produce by writing is likely to be influenced by two issues. Firstly, the words s/he chooses to write will often be restricted to words s/he can spell. Secondly, when spelling is not fluent, the student has to use up valuable working memory capacity to attend to the act of spelling, and this can be at the cost of remembering his/her ideas and punctuation, and the production of neat handwriting. These difficulties may result in a reluctance to write, poor punctuation, untidy handwriting, and poor quality/quantity of content that does not match the student's oral contributions or verbal skills.

In this way, poor spelling creates a barrier for many dyslexic students. This barrier to learning needs to be removed in order for him/her to be able to

develop his/her higher-order writing skills. If this barrier is not removed, the dyslexic student can fall behind in attainment when compared to his/her non-dyslexic peers.

6.2.2.2 *Strategies to help the dyslexic student develop higher-order writing skills*

In order to remove the barrier to learning, and to encourage the development of the dyslexic student's higher-order writing skills, s/he must be encouraged to express his/her knowledge and ideas in ways that are not hindered by poorly developed lower-order writing skills. Teachers must be very clear about their learning objectives, and must be flexible in the type of evidence they are prepared to accept from the student to demonstrate that s/he has met the learning objective for a particular piece of work.

For example, this may be achieved through the use of:

- Voice recording software and/or devices.
- Voice-to-text software.
- Word processors with predictive text and spell checker.

As with using technology to support reading, one of the benefits of using technology to support writing is that it enables the student to work independently, rather than having to rely on a scribe to record his/her work. Other benefits of using each of these methods of support are outlined in Section G in the Guidance Document.

6.2.3 DEVELOPING A NEW SKILL SET

It is not necessarily an easy option for the dyslexic student to access the curriculum when the barriers to his/her learning are removed in the ways outlined above. The student will need to develop a new set of skills in order to be able to use these strategies effectively. This new skill set will stand the student in good stead throughout his/her education, and particularly, should s/he qualify for access arrangements when s/he sits national examinations (see Section 7).

Possession of the skill set outlined below will benefit all learners; what is good practice for the dyslexic learner is good practice for all students. By making the strategies suggested in Section 6.2 available to any students who

choose/prefer to work in this way will help to avoid the risk of any particular approach becoming stigmatised as an approach used only by students who have specific difficulties.

6.2.3.1 *Active-listening skills*

The dyslexic student needs to have good active-listening skills, i.e. be able to 'capture' the information heard, if s/he is to be able to use the information read out to him/her, or delivered orally by the teacher. The student must be encouraged to develop mind-mapping skills so that s/he can 'capture' the information s/he hears quickly, and in a form that is accessible for his/her recall; the form of the mind-map will vary, depending on the spelling skills of the student, but is likely to include a mixture of pictures and letters, and simple words (see Sections G & H in the Guidance Document). This approach is particularly important for the student who has a working-memory deficit.

6.2.3.2 *Supporting composition*

Oral composition:

The dyslexic student needs to be able to plan, and then remember what s/he wants to say when s/he composes any work orally. As in the paragraph above, good mind-mapping skills will enable the student to plan in a form that remains accessible to him/her. The mind-map should then be used as a prompt for any oral recording, and may be used as evidence of a lesson objective achieved.

Writing:

The dyslexic student should be encouraged to work from a mind-map when writing. As explained above, in Section 6.2.2.1, the dyslexic student's working memory can easily become overloaded when s/he is writing because of the capacity s/he has to use to attend to the act of spelling. As a result, s/he often forgets what s/he wanted to write. If the student puts his/her ideas down on paper, in the form of a mind-map, s/he will then have more capacity available in his/her working memory (because s/he no longer has to remember the ideas) that can be applied to the content, spelling, punctuation, language, and style of the composition. The student will not forget what s/he wanted to include in the work because the ideas are

'captured' in the mind-map. See Section H in the Guidance Document for information about mind-mapping resources.

Touch typing

There is good anecdotal evidence that when some students learn to touch-type, this skill enables them to bypass a persistent spelling difficulty; the student learns, literally, to spell with his/her fingers. It is essential that the student practises this skill without looking at his/her hands for this skill to be established proficiently (see Sections G & H in the Guidance Document).

6.2.4 ASSESSING PROGRESS IN READING AND WRITING

The DEC acknowledges that it is not possible to predict with any certainty, the extent to which a dyslexic student's lower-order literacy skills will develop. The development of these skills depends on many factors; for example, the size of the student's vocabulary, the level of motivation, self-esteem and parental support, and the style of teaching. However, the DEC believes that a lack of fluency in a dyslexic student's lower-order literacy skills should not be an excuse for a lack of opportunity to develop his/her higher-order skills. To this end, the DEC has now provided a guidance document, *Access Arrangements for Writing*⁴, for all primary schools, to enable the teacher and parents to monitor the development of, and give credit for, the dyslexic student's higher-order writing skills alongside the existing assessment system that monitors the development of the student's lower-order skills.

Assessments in secondary schools and beyond must be guided by the JCQ Access Arrangements (see Section 6.2.3 & Section 7).

6.2.5 SETTING

Despite the common misconception, there is no link between dyslexia and cognitive ability. It is crucial to remember that dyslexia can prevent a student from being able to demonstrate the level of his/her cognitive ability if the assessment is done in a way that discriminates against his/her specific

⁴ A similar guidance document, *Access Arrangements for Reading*, will be produced and circulated to all primary schools during 2013.

difficulties. Care must be taken to ensure that decisions about setting a dyslexic student should be based on the results of assessments undertaken with appropriate access arrangements in place.

6.2.6 ACTIVE INVOLVEMENT OF THE STUDENT:

It is important that the dyslexic student is encouraged to develop an understanding of his/her own learning styles and approaches to learning. This is often called 'metacognition'. Increased levels of metacognition enable the student to select what is useful to him/her, from the wide variety of approaches available to support his/her own learning. Taking an active role in his/her own learning has been found to have significant positive effects; the student feels more in control, is able to take more responsibility for his/her own learning, and feels less anxious as a result. This results in a situation in which the student is better able to learn.

6.2.7 HOMEWORK

Homework can be a particular source of frustration and stress for a dyslexic student and his/her family. Difficulties range from lack of instructions, or incomplete instructions getting home, to the student spending a disproportionate amount of time on a task that would take a non-dyslexic student much less time. The work produced for homework can appear to be a poor piece of work produced with insufficient effort, whereas, in reality, the work has been the result of many hours of work at home.

These difficulties can be reduced by giving the student printed instructions for homework, or by using email and the school intranet to post homework instructions and materials so that these may be accessed from home, or homework clubs. Consultation and collaboration with the student and his/her parents will ensure that homework is set in a way that is manageable for the student, while still meeting the requirements of the school.

7 SUPPORTING THE DYSPLEXIC LEARNER DURING ASSESSMENTS AND EXAMINATIONS

7.1 Support for assessment at all Key Stages

If a dyslexic student receives support for his/her literacy difficulties in the classroom, or benefits from different access arrangements in the classroom so that s/he can access the curriculum and demonstrate his/her knowledge and understanding, then reasonable adjustments reflecting this support must be available in other assessment situations. If this is not the case, information available from these assessments will not be a true reflection of the student's subject knowledge because the level of his/her reading and/or writing ability will limit what s/he is able to demonstrate in this way. These access arrangements should apply to all informal assessment situations in both primary and secondary schools (e.g. for MidYIS), and at the Isle of Man College. They must also apply to all formal examinations where qualifying criteria for access arrangements, laid down by the Joint Council for Qualifications (JCQ), are met (see 7.2 below).

7.2 Access arrangements for national examinations

The JCQ aims to remove the barriers for a student with SEN so that s/he is able to access national examinations, and demonstrate the level of his/her attainment in ways that are not hindered by the level of his/her reading and/or spelling skills. Arrangements such as a reader (human or text-reading software), scribe (human or voice-to-text software), and the use of a word processor with spell check enabled, are some of the options available to a dyslexic student who meets the criteria specified by the JCQ.

It is essential that the dyslexic student has been given the maximum opportunity to develop the skill set necessary to be able to make optimum use of any access arrangements to which s/he qualifies (see Section 6.2.3).

7.2.1 FAMILIARITY WITH CURRENT ACCESS ARRANGEMENTS

The JCQ Access Arrangements are updated each year in September, and may be downloaded from the JCQ website, www.jcq.org.uk. It is the responsibility of the SENCos and subject teachers at each secondary school

and the Isle of Man College to be familiar with the access arrangements to which a dyslexic student attending their educational establishment are entitled.

7.2.2 PREPARING STUDENTS TO MAKE BEST USE OF ACCESS ARRANGEMENTS

It is the responsibility of the SENCo to ensure that all dyslexic students, compensating or otherwise, are identified as early in their school careers as possible, so that each student has the maximum time available to develop the skills s/he would need to make optimum use of the access arrangements to which s/he may be entitled. This is particularly important in the case of a dyslexic student who is compensating for his/her difficulties (see Section 5.2). Information on the student's SEN file (see Section 5.3), concerning his/her early development of literacy skills will alert the SENCo to the possibility of compensation in a particular student. If the student starts to underachieve, and/or behavioural difficulties arise (either *acting in* to remove him/herself from a stressful situation, or *acting out* to cover up his/her difficulties) as curriculum demands increase, the student must be encouraged to try some of the alternative approaches to support learning, outlined in Section 6.2, to see if any of these helps him/her at this time. The student may be entitled to some access arrangements, and, if in doubt, the SENCo may seek advice from the link EP, who, in consultation with the student, will help to identify ways of removing any barriers to the student's learning or assessment.

8. REFERENCES

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Assessment models/approaches used in primary schools, secondary schools and UCM:

Assessment	Areas assessed	Primary School	Secondary School / UCM
TIPS	<ul style="list-style-type: none"> Visual and auditory processing Delayed recall Word fluency 		UCM
WRAML 3	<ul style="list-style-type: none"> Visual and verbal memory Attention/concentration General Memory 		UCM
LUCID Exact	<ul style="list-style-type: none"> Word Recognition Reading comprehension accuracy Reading comprehension speed Spelling Handwriting speed Typing speed 		UCM Ballakermeen CRHS RGS QEII SNHS
LUCID Lass/Cops	<ul style="list-style-type: none"> Strengths and challenges with literacy skills <p>LASS</p> <ul style="list-style-type: none"> Visual Memory Auditory Sequential Memory Phonic Skills Phonological Processing Single Word Reading Sentence Reading Spelling Verbal Reasoning Non-Verbal Reasoning 	<p>SPLM</p> <p>Ballaugh St Mary's Ballacottier St. Thomas Vallajeelt Arbory CYB SYJ Peel Clothworkers' Victoria Road Jurby Foxdale Rushen</p>	

	<p>COPS</p> <ul style="list-style-type: none"> • Visual spatial sequential memory • Visual-verbal sequential memory • Visual associative memory • Visual sequential memory • Visual- verbal associative memory • Auditory Sequential Memory • Phonological Awareness • Auditory Discrimination • Colour Discrimination 	<p>Ashley Hill St Johns Bunscoil Ghaelgagh Bunscoil Rhumsaa Sulby Anagh Coar Manor Park Braddan</p>	
WRAT 5	<ul style="list-style-type: none"> • Reading accuracy • Sentence comprehension • Spelling • Maths computation 	<p>Onchan St. Thomas Foxdale (Not recently)</p>	<p>UCM CRHS (Very little now, as it no longer supports exam access applications) QEII SNHS</p>
DASH/DASH 17+	<ul style="list-style-type: none"> • Free Writing speed 		<p>UCM CRHS QEII SNHS</p>
ART-2	<ul style="list-style-type: none"> • Reading accuracy, reading comprehension (silent and aloud) • Speed of reading (silent and aloud) • Writing speed measure. 		<p>UCM</p>

Irlens	<ul style="list-style-type: none"> • Reading Strategy Questionnaire (RSQ) Interpretation of reading difficulties and reading discomfort • Process Testing of perceptual development / observations / recording - new information / math problems / tracking problems of general distortions / discomfort • Interpretation of learner profile • Demonstration of distortions 		UCM	
CTOPP-2	<ul style="list-style-type: none"> • Blending Words • Sound Matching • Phoneme Isolation • Blending Nonwords • Segmenting Nonwords • Memory for Digits • Nonword Repetition • Rapid Digit Naming • Rapid Letter Naming • Rapid Colour Naming • Rapid Object Naming 		UCM CRHS SNHS QEII	
Nessy screening tool	<ul style="list-style-type: none"> • Risk of dyslexia 	Onchan SPLM St. Thomas CYB Ballasalla Primary School Michael Andreas Jurby Dhoon Laxey Willaston		

			Ashley Hill St Johns Bunscoill Ghaelgagh Bunscoill Rhumsaa Sulby	
SPARC	<ul style="list-style-type: none"> • Spelling • Processing Speed • Reading comprehension speed 			CRHS
PhAB2 Primary	<ul style="list-style-type: none"> • Phonological awareness 		Ballaugh St Mary's Ballacottier Vallajeelt Arbory CYB Peel Clothworkers' Michael Foxdale Rushen Ashley Hill St Johns Bunscoill Ghaelgagh Bunscoill Rhumsaa Anagh Coar Manor Park Braddan	
PM benchmarks	<ul style="list-style-type: none"> • Understanding and inference – track and assess pupils' reading progress 		Ballaugh Ballacottier Marown St. Thomas Vallajeelt Arbory	

			CYB Kewaigue SYJ Ballasalla Peel Clothworkers' Michael Jurby Andreas Foxdale Dhoon Laxey Willaston SPLM Rushen Ashley Hill St Johns Braddan	
York Assessment of Reading for Comprehension (YARC)	<ul style="list-style-type: none"> • Letter Sound Knowledge • Early word Recognition • Sound Isolation • Sound Deletion 	St Mary's Ballacottier St. Thomas Vallajeelt Arbory CYB Ballasalla Foxdale Bunscoill Rhumsaa Sulby Anagh Coar Manor Park	SNHS	

Speech and Language Link	<ul style="list-style-type: none"> • KS1 and KS2 • Speech assessment • Language Assessment • Receptive language 	St Mary's Ballacottier Marown St. Thomas Bunscoill Rhumsaa Sulby Vallajeelt Arbory CYB Ballasalla Peel Clothworkers' Victoria Road Michael Andreas Jurby Foxdale Dhoon Laxey Willaston Rushen Ashley Hill St Johns Bunscoill Ghaelgagh Anagh Coar Manor Park Braddan	
Sandwell	<ul style="list-style-type: none"> • Identify specific number skills that require targeted teaching and monitor the impact of teaching interventions on a one-to-one basis. 	St Mary's	
Visual Stress Assessment Pack	<ul style="list-style-type: none"> • Test for visual stress – Meares Irlen Syndrome 	St Mary's Peel Clothworkers' Bunscoill Rhumsaa	

KTEA-3	<ul style="list-style-type: none"> • Phonological Processing • Reading Fluency 			Ballakermeen
Lucid Recall	<ul style="list-style-type: none"> • Working Memory 			Ballakermeen
Lucid Dyslexia	<ul style="list-style-type: none"> • Dyslexia Screener 		CYB	Ballakermeen
Lucid Dyscalculia	<ul style="list-style-type: none"> • Dyscalculia Screener 		CYB	Ballakermeen
CAT4	<ul style="list-style-type: none"> • Cognitive Ability 		SPLM	Ballakermeen CRHS RGS SNHS QEII
NGRT	<ul style="list-style-type: none"> • Reading • Sentence completion • Passage comprehension • Phonics 		CYB Ballasalla Peel Clothworkers' SPLM Bunscoill Rhumsaa Victoria Road Andreas Jurby	Ballakermeen CRHS RGS SNHS QEII
IDL screening tool	<ul style="list-style-type: none"> • Letters • Vowels • Sequences • Memory • Blending • Spelling 		Marown CYB	

Monster Phonics	<ul style="list-style-type: none"> Phonics and spelling 	Arbory CYB Peel Clothworkers' Michael Foxdale Dhoon Laxey SPLM Rushen Ashley Hill St Johns Bunscoill Rhumsaa Sulby	
British Picture Vocabulary Scale (BPVS)	<ul style="list-style-type: none"> Measures a child's understanding of spoken words by having them choose a picture that best represents a given word. 	CYB Peel Clothworkers' Bunscoill Rhumsaa Braddan	RGS SNHS
TOMAL 2	<ul style="list-style-type: none"> Test of Memory and Learning Digits Forward Digits Backwards Letters Forward Letters Backward Manual Imitation 		QEII
Blank Levels	<ul style="list-style-type: none"> Expressive Language 	Victoria Road Foxdale Bunscoill Rhumsaa	
Dynamo Maths	<ul style="list-style-type: none"> Developmental Maths Delay Dyscalculia 	Victoria Road Michael Andreas Jurby Laxey Rushen Bunscoill Rhumsaa	

		Sulby Anagh Coar Braddan		
Benchmarking	<ul style="list-style-type: none"> • Decoding • Comprehension 	Victoria Road Ashley Hill		
Digit Span	<ul style="list-style-type: none"> • Memory Processing (pictorial) • Memory Processing (symbolic) 	Victoria Road		
Phonics Screening	<ul style="list-style-type: none"> • Phonics 	Victoria Road Bunscoill Rhumsaa		
HFW Checks	<ul style="list-style-type: none"> • Reading • Spelling 	Victoria Road Foxdale Rushen St Johns Bunscoill Rhumsaa Sulby Braddan		
Cognitive Assessments – via the Education Psychologists		Victoria Road Rushen Ashley Hill Braddan		
Children's Therapy Milestones Checklist	<ul style="list-style-type: none"> • Fine Motor skills • Gross Motor Skills 	Victoria Road		