

East Sussex Literacy Difficulties and Dyslexia

Policy and Guidance for Schools



Contents

An introduction - The East Sussex position	3
Acknowledgements.....	4
Section 1 - East Sussex literacy difficulties and dyslexia policy and guidance ...	5
The East Sussex position on dyslexia	5
The East Sussex definition of dyslexia	5
Why it is important to identify literacy needs and dyslexia.....	6
How East Sussex Pupils feel about their dyslexia.....	7
The Vision for Supporting CYP with Literacy Difficulties and Dyslexia	8
Section 2 - The Dyslexia Active framework.....	9
Aspirational Statements	10
Using the Dyslexia Active Framework	13
School Toolkit.....	13
Section 3 - An individual graduated approach to literacy difficulties and dyslexia	14
The individual graduated approach.....	14
Graduated model for illustrating support for literacy difficulties and dyslexia .	15
Graduated approach for supporting literacy difficulties and dyslexia explained	16
Universal Provision	16
Targeted- Graduated Provision	17
External Support	19
Empower and Progress	20
Section 4 - Further inclusive practice	21
Intervention	21
Assistive Technology	23
Pupil Voice	25
Appendix A - How to use the Microsoft Forms Questionnaires	26

Staff Self-Evaluation - Knowledge and Understanding of Literacy Difficulties & Dyslexia	27
Parent/Carer satisfaction questionnaire.....	31
Pupil Opinion Survey	34
Appendix B - Dyslexia Self-Evaluation Tool: Resources to increase knowledge and confidence	37
Section 1: Understanding and supporting reading.....	37
Section 2: Understanding and supporting spelling.....	38
Section 3: Dyslexia: A Focus	39
Section 4: Dyslexia: Adapting Practice.....	41
Appendix C - Frequently asked questions for school staff.....	43
Appendix D- Assessment tools to support the identification of literacy difficulties and dyslexia	47
Appendix E - Literacy Difficulties and Dyslexia - Information for Families, Children and Young People	58
Appendix F - Frequently asked questions for families	60
Appendix G - Interventions to support learners	64

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An introduction - The East Sussex position

East Sussex is committed to promoting high standards of literacy for all children and young people (CYP).

We recognise that some CYP find learning to read, spell and write far more challenging than others, despite high quality opportunities and teaching. We also recognise that this can be worrying and lead to anxiety for pupils and families alike. These difficulties can be a result of biological and /or environmental factors. Research highlights the importance of early identification of the needs of these CYP to ensure that they are given timely support within a graduated approach; aligning with national policy and good practice for CYP with Special Educational Needs and Disabilities ([SEND Code of Practice, 2015](#)).

Language is the foundation for literacy, so if a pupil has language needs or has had less experience of language, they will be approaching literacy from a lower starting point. For these pupils, it is essential that there is a dual approach where literacy and language needs are addressed alongside each other.

In East Sussex we feel it is important to address the needs of all CYP with literacy difficulties, irrespective of a label or formal identification. Therefore, this document sets out to support schools to become Dyslexia Active and to provide a graduated approach for identification, strategies and intervention for all pupils with literacy needs.

Included within this graduated approach will be the identification of dyslexia for some of those pupils, where this is felt to be appropriate. We are committed to working in partnership with pupils and families at each stage of the process to ensure that pupils' literacy needs are clearly identified and met, through development of a shared understanding of what the difficulties are, and the actions that will be taken to address them. This will include collecting and disseminating background information; gathering the views of pupils and parent/carers; consulting with them regarding proposed strategies and intervention; and reviewing and celebrating progress with them.

Acknowledgements

The following guidance and resources have been co-produced between the ISEND teams Educational Psychology Service (EPS) and the Communication, Learning and Autism Support Service (CLASS). We have also collaborated with pilot schools, the [East Sussex Parent Carer Forum](#) and dyslexic pupils to create balanced and functional guidance and resources.

The guidance and the accompanying resources have been developed in line with guidance for writing documents from the British Dyslexia Association, which uses formatting and other accessibility elements to support readers with dyslexia. Some visual elements of this document may not be suitable to use with visual assistive technology. Please contact class@eastsussex.gov.uk if you are having difficulties accessing sections of this resource.

Section 1 - East Sussex literacy difficulties and dyslexia policy and guidance

The East Sussex position on dyslexia

In East Sussex, we view dyslexia as a neurodiversity. Neurodiversity is a term which helps to promote the view that neurological differences are to be recognised and respected like any other human variation. It is used to counter negative social connotations that currently exist and to make it easier for people of all neurotypes to contribute to the world as they are, rather than attempting to think or appear more 'typically'. Neurodiversity encompasses all specific learning difficulties (SpLDs), many of which overlap. Dyslexia is one type of SpLD. Go to [What is Neurodiversity?](#) for more information.

The East Sussex definition of dyslexia

Although there has been a lot of research about dyslexia, there are many views on what dyslexia is, and there is not an agreed single causal explanation. In East Sussex, we use the following definition for dyslexia, which focuses on observable learning difficulties:

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides a basis for a staged process of assessment through teaching.”

(British Psychological Society: Division of Educational and Child Psychology, 1999)

The Rose Report 2009 helps us to understand what dyslexia looks like. Characteristic features of dyslexia might include difficulties in:

- phonological awareness

- working memory
- processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, with no clear cut off points.

Co-occurring needs may be seen in:

- aspects of language
- motor co-ordination
- mental calculation
- concentration
- personal organisation.

(Note: These are not, by themselves, markers of dyslexia)

An individual can experience degrees of difficulty across the continuum and how they respond to well-founded intervention will indicate the level of severity. Go to the [Rose Report 2009](#) for further information.

In East Sussex, we believe that an individual's strengths should also be explored to promote self-esteem and to support need. The British Dyslexia Association (BDA) notes some key strengths which can be found at the following link [BDA 2010](#).

Why it is important to identify literacy needs and dyslexia

First and foremost, it is vital that all pupils are supported to become as fluent as possible in all aspects of literacy, both to support their progress and attainment across the curriculum and to enable them to effectively meet the literacy demands of everyday life. We want all pupils to develop a love of reading and to be able to communicate efficiently using writing.

In East Sussex we recognise that literacy difficulties and dyslexia may impact upon pupils' social, emotional and mental health, and vice versa.

Early and effective identification, accommodations and targeted intervention are essential in overcoming barriers to wellbeing and achievement. The All-Party Parliamentary Group for Dyslexia and other SpLDs published a report called [The Human Cost of Dyslexia](#) in 2019. This report outlines the psychological and wider impact of being dyslexic or the family of a dyslexic individual.

How East Sussex pupils feel about their dyslexia

The voice of young people identified as dyslexic, was sought during the development of this policy and guidance. A group of Key Stage 2 and 3 pupils participated in activities designed to explore attitudes and terminology around dyslexia.

The pupils felt comfortable with being described as 'having dyslexia' or 'being dyslexic.' Terms such as, 'having a learning difference,' 'is at risk of being dyslexic' and 'has a specific learning difference' were seen as confusing and patronising.

The pupils viewed their dyslexia identification as positive and self-esteem building. Moving forward, East Sussex will adopt an identity first stance where we describe dyslexic individuals rather than individuals with dyslexia.

However, if a pupil prefers a person first approach, for example, 'Sam is a pupil with dyslexia,' this should be respected.

The pupils also expressed opinions that being described as 'underachieving' was negative and only reflected the amount of support that they might receive. The Key Stage 3 pupils felt that teachers needed to be able to identify when a pupil was struggling and not assume that they were not trying. Being put in lower or bottom sets did not support their dyslexia. What helped them was flexibility around the curriculum, personalised support and being shown a variety of techniques and methods to approach their learning. The Key Stage 2 pupils reported that dyslexia had enabled them to:

- find different ways or methods to approach learning
- be creative and experimental
- develop good speaking and problem-solving skills.

We are grateful to the pupils who participated in this work and hope their views are reflected in how we best support literacy difficulties and dyslexia in East Sussex.

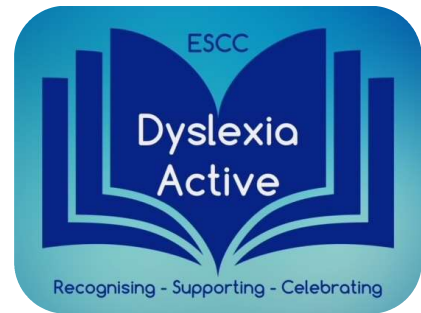
The Vision for supporting children and young people with literacy difficulties and dyslexia

Successful support for pupils with literacy difficulties and dyslexia relies on schools having a fully inclusive culture and the knowledge and skills to meet individual needs. In East Sussex, we advocate that schools:

- use the Dyslexia Active framework to consider their whole school approach and
- use the individual graduated approach to support an individual.

Section 2 - The Dyslexia Active framework

Dyslexia Active is a whole school framework to support pupils with literacy difficulties and dyslexia. Dyslexia Active replaces previous versions of Dyslexia Friendly awards in East Sussex. Its simplified framework supports schools to recognise what they do well and actively plan what they want to achieve in the future.



Dyslexia Active is based on 5 key aspects:



Each aspect contains aspirational statements that schools can use to identify their Dyslexia Active position. The 'Dyslexia Active Action Planning' PowerPoint (see School Toolkit) can be used as a working document to record and demonstrate ongoing Dyslexia Active engagement. Schools will be able to evaluate their Dyslexia Active position, develop in-school training, review practice, celebrate accomplishments and to plan next steps. Dyslexia Active is a continual process of development and Link EPs and CLASS Link Advisers will be able to support schools in this process.

Dyslexia Active schools can request an annual certificate that recognises their work, and this will be signed by their link EP and CLASS Link Adviser.

Aspirational statements

The aspirational statements are intended to guide schools in developing best practice. They are:

Knowledge aspirational statements

We offer opportunities for our staff to receive CPD in aspects of literacy difficulties and dyslexia.

Our staff aspire to:

- recognise, celebrate and utilise pupil's strengths to support their learning
- identify when pupils are not making expected progress in literacy
- know the indicators of dyslexia
- understand the impact on access to the curriculum
- understand the effect on emotional well-being.

Assessment aspirational statements

We have clear and robust school systems for early identification, assessment, support and monitoring in line with the East Sussex Literacy and Dyslexia Policy and guidance.

Our staff know how to use a range of Universal assessment tools to identify a pupil's strengths and needs.

Key members of staff are trained in the administration and interpretation of a range of diagnostic tests.

Practice aspirational statements

We talk about dyslexia in positive terms as a neurodiversity rather than a difficulty. Our pupils' self-esteem is a priority and strengths are celebrated and encouraged.

Our staff know how to support pupils with literacy difficulties and dyslexia, and this is reflected in:

- the classroom environment
- their planning
- the use of appropriate resources including access to assistive technology.

Intervention aspirational statements

We provide high quality universal support for all pupils in our classrooms. However, some pupils may require additional support. When this happens, we provide a range of evidence-based structured interventions either in groups or individually. We match the intervention to the pupil by knowing a pupil's strengths and needs. We monitor the effectiveness of interventions and make adaptations if necessary.

Partnership aspirational statements

Pupils are consulted and have a central voice regarding all aspects of their learning and school life.

Parents/carers are given opportunities to:

- develop their understanding of dyslexia,
- learn how to support their child at home,
- discuss and review additional learning support targets,

School governors are involved in (Dyslexia Active) policy, process and training.

School works closely with outside agencies in supporting pupils with literacy difficulties.



Examples of slides in the pre-prepared PowerPoint:

Knowledge

We offer opportunities for our staff to receive CPD in aspects of literacy difficulties and dyslexia.

Our staff aspire to:

- recognise, celebrate and utilise pupil's strengths to support their learning
- identify when pupils are not making expected progress in literacy
- know the indicators of dyslexia
- understand the impact on access to the curriculum
- understand the effect on emotional well being.



Knowledge:
we achieve this
by...



We will develop our knowledge by...

Using the Dyslexia Active framework

The 5 aspects of the Dyslexia Active framework are equally important for creating a whole school culture and planning for individuals. A range of resources have been provided to support each aspect.

A good starting point to engagement with Dyslexia Active is to know the existing skill levels of your staff in literacy difficulties and dyslexia; how satisfied the parents are about the provision for their child; and how well your pupils perceive they are supported. To capture this information, we have devised three MS Forms Questionnaires and guidance about their use (see [Appendix A](#)):

- A. Staff Self-Evaluation - Knowledge and Understanding of Literacy Difficulties & Dyslexia
- B. Parent/carer satisfaction questionnaire
- C. Pupil opinion survey.

A Dyslexia Self-Evaluation tool: Resources to Increase knowledge and Confidence document charts resources suitable for whole school and individual CPD in [Appendix B](#). In addition, a frequently asked questions resource for school staff can be found in [Appendix C](#).

Further information regarding assessment can be found in [Appendix D](#). This resource outlines a variety of assessment tools available and is particularly useful for schools wanting to develop assessment tools at a universal and targeted level.

School toolkit

The School Toolkit contains carefully chosen resources specifically designed for East Sussex school staff and SENCos. For example, the Graduated Identification/Assessment Responsibilities for Teachers and SENCos document can be used to gather information which could be used to create a pupil profile of strengths and needs. Evidence of adjustments and intervention can be kept in one useful document which will then support the identification of dyslexia after a graduated approach to identifying and meeting a pupil's needs.

Section 3 - An individual graduated approach to literacy difficulties and dyslexia

Many of the aspirational statements found within the Dyslexia Active framework, can be achieved by following the individual graduated approach outlined below. This follows the Assess, Plan, Do, Review model in the SEND Code of Practice closely ([SEND Code of Practice, 2015](#)).

The individual graduated approach

All schools provide universally available provision. Usually this provision provides everything a pupil needs to make progress. Occasionally a pupil does not make the progress that their teacher might expect. When this happens, teachers need to consider their universal provision and before they can plan any adjustments they are going to make, they need to gather information. This information will be the beginning of a profile of strengths and needs a pupil may have. This is the beginning of a graduated approach to identifying and supporting their pupil's needs.

The graduated approach goes through 3 levels mirroring the East Sussex levels of support:

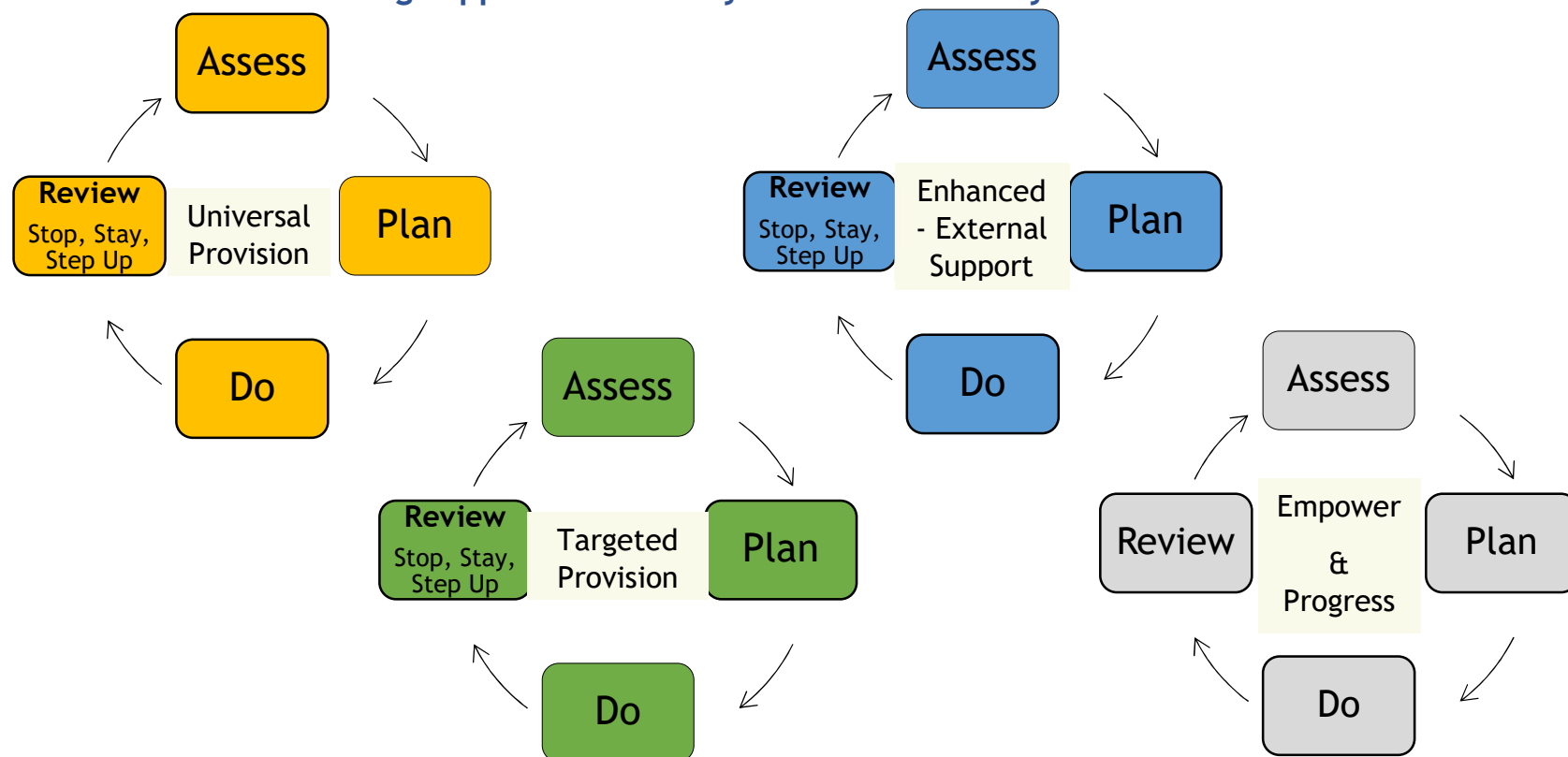
1. Universal
2. Targeted
3. Enhanced

The East Sussex graduated approach for supporting literacy difficulties and dyslexia has an additional level aimed at pupils who are identified as dyslexic:

4. Empower and Progress

The following section describes how a pupil may graduate through cycles of 'Assess-Plan-Do-Review' if the development of their literacy skills does not meet their school's expectations.

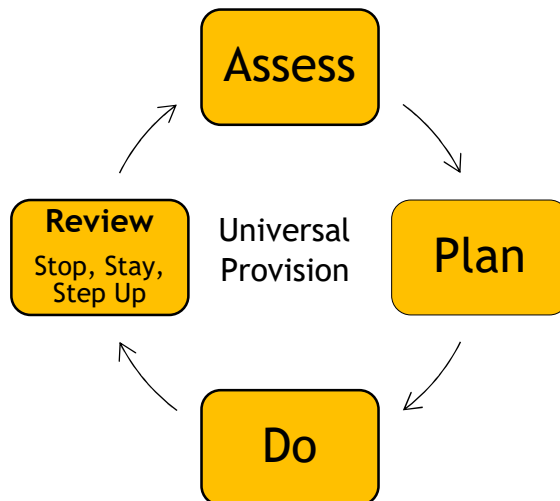
Graduated model for illustrating support for literacy difficulties and dyslexia



If a pupil is making less than expected progress and not responding to provision and/or evidenced-based interventions, use the 'Stop, Stay, Step Up' approach, see p.17.

Graduated approach for supporting literacy difficulties and dyslexia explained

Universal provision



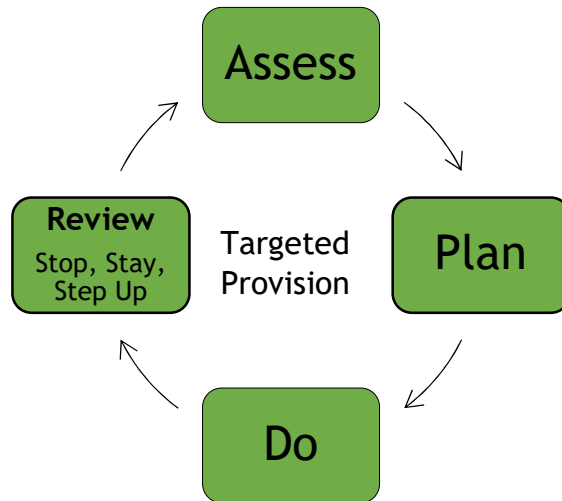
Identification of literacy difficulties can be made at any point in a child or young person's education. Early identification will provide the best opportunities for adjustments to be put in place and to avoid damage to an individual's self-esteem, confidence and ultimately, life chances.

Teachers have a responsibility to identify individuals who are not making the progress in literacy that might be expected. They also have the responsibility to involve parent carers and ensure they are fully engaged with the process. Teachers should gather baseline information, use the resources from the School Toolkit, make adjustments, introduce interventions, raise concerns with their SENCo and review progress. Using the Assess, Plan, Do, Review (APDR) process is proven to be the most effective way to identify the specific nature of an individual's needs and introduce appropriate support. This cycle may need to be repeated or refined following regular reviews. Teachers should create a Special Support Plan (SSP) for a pupil at this level.

Teachers should consider the following:

- **STOP** the process if there has been a good response to the adjustments, sufficient progress has been made and high quality, inclusive teaching will be sufficient to maintain the progress.
- **STAY** within the cycle and continue support if there is evidence of some progress and more needs to be achieved. Update SMART targets and review.
- **STEP UP** if there has been no response to the adjustments teachers should discuss their concerns with their SENCo stopping the process if there has been a good response. Teachers can use the form, available in the School Toolkit for requesting support from within the school and agree to graduate the pupil to the next level- Targeted Provision.

Targeted Provision



It is likely that at this level, the expertise of the Special Educational Needs Coordinator (SENCo) is needed to help unpick and understand the specific needs of a pupil. The SENCo will lead and will use school-based assessments or resources to plan adjustments and/or well-founded intervention programmes. For example, the SENCo or a suitably trained other member of staff may carry out dyslexia screening.

Support for the pupil will become more individualised as a profile of strengths and needs is developed. Teachers should create an Additional Needs Plan (ANP) following review of the cycles at this level and work in partnership with the SENCo.

Consider **STOP-STAY-STEP UP**. Where no progress has been made, consider stepping up to the next level, External Support.

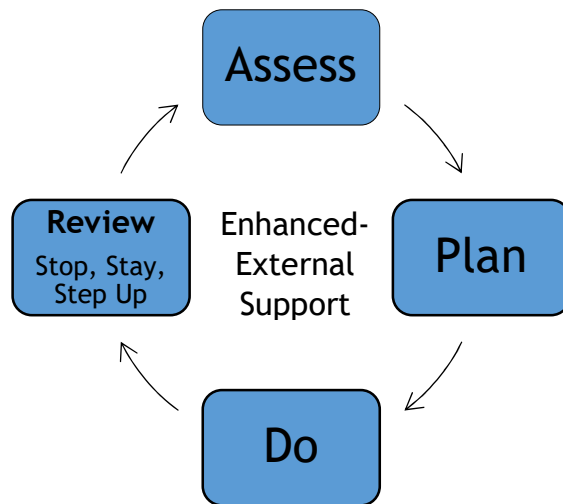
Remember

STOP- a good response to adjustments, individualised adjustments not needed

STAY- some response to adjustments, continue with the cycle

STEP UP- no response to adjustments, graduate to the next level

Enhanced- External Support



This SENCo led level is for pupils who have not made progress through the previous graduated cycles, despite appropriate school adjustments, intervention and support. More specific assessment may now be needed. Schools can seek the support of East Sussex County Council [Inclusion Special Educational Needs and Disability \(ISEND\) Services](#) which, in relation to literacy difficulties and dyslexia, are the Educational Psychology Service and Communication Learning and Autism Support Services (CLASS).

Specialist assessment will help to identify barriers to progress and inform adjustments and intervention. As with previous cycles, consideration will be given to **STOP-STAY-STEP UP**. Following the review of response to specialist advice, some pupils may be identified as dyslexic and will step up to the next level of the graduated response- Empower and Progress. Information for parent carers can be found in [Appendix E](#) and a frequently asked questions resource can be found in [Appendix F](#). If pupils are not identified as dyslexic, they will stay at this level and continue with APDR cycles which may involve further external support. A teacher and SENCo should create an Additional Needs Plan Targeted (ANPT) for a pupil at this level.

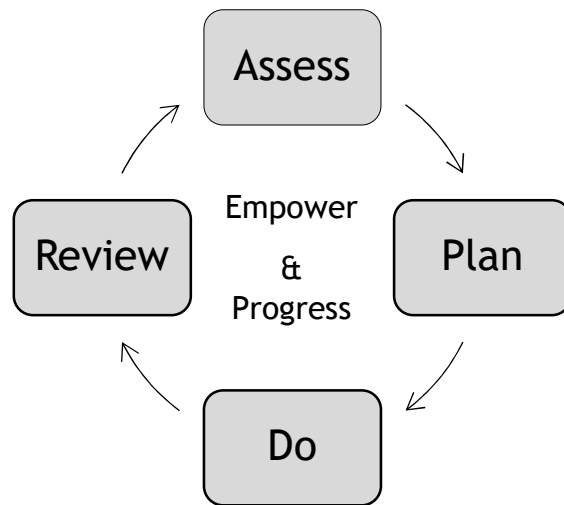
Remember

STOP- a good response to adjustments, individualised adjustments not needed

STAY- some response to adjustments, continue with the cycle

STEP UP- no response to adjustments, graduate to the next level

Empower and Progress



When a pupil is identified as dyslexic, it is important that provision is maintained to support progress. It is widely recognised that pupils can experience periods where progress plateaus. Fine-tuning or refreshing adjustments and/or intervention may be needed. Schools should seek external support where this happens.

Educational research over the last two decades has demonstrated the importance of children and young people with additional needs (including dyslexia) being supported to understand themselves, including their strengths and needs. When dyslexic learners have the right knowledge and self-awareness, as well as the ability to communicate this to others and request the support they need, they are much more likely to have successful educational, social and emotional outcomes. It is important schools and parents actively promote and teach these self-advocacy skills to empower and support dyslexic pupils to become more confident, independent learners.

Pupil profiles or passports which take a strengths-based approach, highlighting individual strengths as well as top tips for how a pupil can be best supported should be shared with all staff. These should be created with a pupil so that they fully reflect personal preferences. In addition [Greater Me Cards](#) are a tool for schools to use to support pupils to identify their strengths and needs.

APDR cycles should be maintained indefinitely and be SENCo led.

Section 4 - Further inclusive practice

Intervention

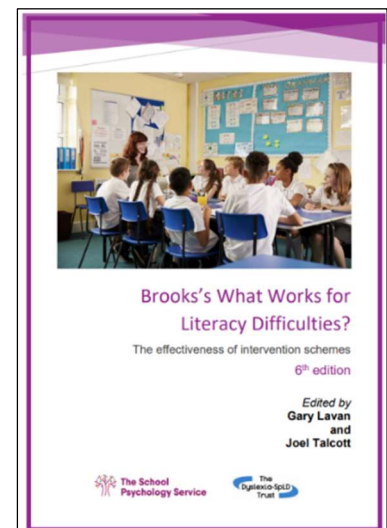
Any intervention that is put in place must reflect the needs identified through assessment. If a pupil requires additional support, there are evidence-informed interventions that can be carried out in school. Any intervention should be done alongside the universal support that school is putting in place

What research says about intervention to support literacy difficulties

Useful guidance on evidenced-based interventions can be found in ‘What works for children with literacy difficulties’ by Greg Brooks. A summary of identified key features of successful interventions include:

- Work on phonological skills for reading should be embedded within a broad approach.
- Schemes for pupils who struggle with spelling work best when highly structured.
- Pupils’ comprehension skills can be improved if directly targeted.
- Working on children’s self-esteem and reading in parallel has definite potential.
- ICT approaches only work if they are precisely targeted.
- Partnership approaches can be effective, where reading partners are available and appropriately trained and supported
- Success with some pupils with the most severe problems is elusive, and this reinforces the need for skilled, intensive, one-to-one intervention for these pupils.

See the latest version of the publication, [Brook’s What Works for Literacy Difficulties?](#)



In addition, Cambridgeshire County Council have a detailed [Dyslexia Guidance Research Document February 2019](#)

This document draws from academic research to practice research in education, psychology, and educational psychology. A comprehensive knowledge of current issues and factors relating to dyslexia needs may be of use to all stakeholders

For a comprehensive list of interventions, please go to [Appendix G](#).

Assistive technology

Many pupils who experience literacy difficulties will benefit from using technology to support their literacy development and their ability to access the curriculum. Access to the correct assistive technology can provide pupils with a way to demonstrate their knowledge and understanding which can be difficult without. Pupils will also develop independence, feel less reliant on adult support and experience empowerment if they have access to technology.

How East Sussex works in an integrated way with other stakeholders

Assistive technology can be viewed on a continuum from no cost, low-cost to high-tech solutions. East Sussex works in partnership with the Children's Integrated Therapy and Equipment Service (CITES). A position statement, July 2020 said:

“The Children's Integrated Therapy and Equipment Service (CITES) provides assessment and advice for all different types of Augmentative and Alternative Communication (AAC) to support communication: no-tech, low-tech and high-tech. It provides assessment and advice for high-tech communication systems in partnership with the Chailey Communication Aid Service (CCAS) and Specialist Communication, Access and Mobility Potential Clinic (SCAMP).”

The Communication, Learning and Autism Support Service (CLASS) lead on assessment and advice to schools for meeting reading and writing needs; CITES Occupational Therapy support assessment with some of the most complex children. Where a pupil needs assistive technology to support reading or writing difficulties, CLASS provide assessment and advice in order to support access to the curriculum. CLASS assesses for assistive tech solutions (low to high-tech) in order to support task completion and access to the curriculum for the following areas:

- Computer access
- Motor aspects of writing
- Composition of written material
- Reading
- Mathematics

- Organisation-Information Management
- Organisation- time management
- Organisation- material management
- Vision-reading
- Vision- mathematics
- CLASS and CITES Occupational Therapists may work together where further specialist assessment for handwriting, positioning or access is required.

East Sussex is a Local Authority partner with Crick Software, creators of Clicker and Docs Plus and Widget, creators of In Print 3. These partnerships provide CLASS with free copies of their software to be used for training and demonstration. Interested schools should contact their CLASS Link Adviser to discuss how CLASS can support them.'






Why do we need to assess for assistive technology support?

Schools may wish to consider how assistive technology could be used within a graduated approach to supporting literacy. Any assistive technology assessment carried out by CLASS will have 3 goals:

1. To increase participation
2. To increase performance
3. To increase independence

Advice may involve no-cost solutions such as the using the accessibility features within Microsoft Word. Technology solutions may involve hardware as well as software. Technology recommended is chosen to be a tool for learning.

What type of technology is available today?

-  Text-to-speech software, including listening and note-taking (TTS)
-  Concept mapping techniques and software
-  Speech-to-text software (STT)
-  Word processing software
-  Task management software


For further information and advice about up-to-date software and Apps, talk to your CLASS Link Adviser or Link Educational Psychologist.

Pupil voice

Gaining pupil voice is essential from the very beginning of the graduated approach. It is recommended that schools purchase the East Sussex publication, [Pupil Voice An individual to whole school approach](#) created in collaboration with Widgit.



In addition, the CLASS resource ‘Amazing Me! Pupil Passport’ provides another opportunity to gain a pupil’s voice. This resource also includes a section for gaining parent carer voice, a vital source of information about a pupil.



Parent Passport

You know your child best. It will help your child's new teacher to get to know him/her better if they can learn more from you.

VISION - what are your hopes for your child's future? What do you see them doing as an adult?

STRENGTHS

WHAT WORKS FOR ME – what strategies do you find most effective at home?

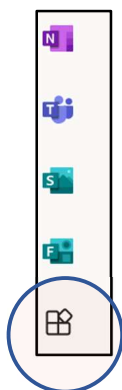
WHAT DOESN'T WORK SO WELL...

It also promotes co-production and contributes to the Partnership aspect of the Dyslexia Active framework. Pupil Voice information should be transferred to the SSP, ANP or ANPT.

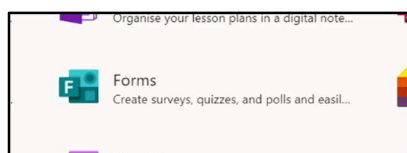
Appendix A - How to use the Microsoft Forms questionnaires

MS Forms is standard software supplied with Windows 365. If you are using MS Forms for the first time, it is useful to save it to your favourites so you can access it easily. Follow these simple steps to access MS Forms.

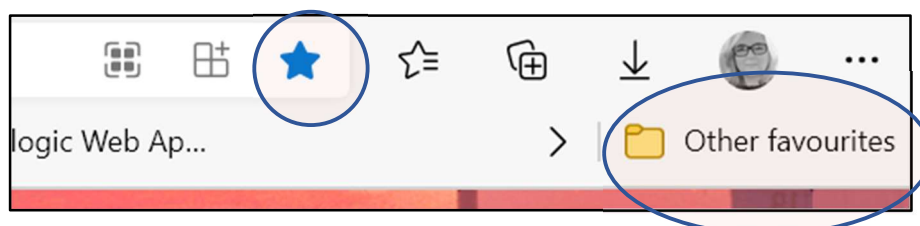
1. Go to the website: www.office.com. When your page comes up you will see a drop-down list on the left-hand side. Click on the last icon, (the 4 boxes) to bring up all the available Microsoft Apps.



2. Select MS Forms and click to open it.



3. Once open, save to your Favourites. Click on the blue star, keep the name 'Forms', click on the folder drop down list and choose where you want to save the link. If you are going to use lots of Forms and want quick access, choose 'Favourite's bar', if not choose 'Other favourites' which then can be found easily in your yellow folder at the top right-hand side of the screen.



Staff Self-Evaluation - Knowledge and understanding of literacy difficulties and dyslexia

The Staff Self-Evaluation questionnaire is designed to capture a picture of how much your staff know and understand about how all children learn to read and spell, how to adapt practice to ensure no-one is left behind, and how this relates specifically to those with dyslexia. Staff are asked to rate their level of confidence (Not very confident; Somewhat confident; Confident; Very confident) in response to 16 questions. The results can be analysed at a whole-school level; and can also show details of individual staff confidence levels.

The questionnaire has the following content:

Section 1: Understanding and supporting reading

1. Knowledge: I know how the 'simple view of reading' provides a framework for understanding important parts of literacy learning (Sir Jim Rose 2015).
2. Knowledge: I know how typically developing children acquire word reading skills.
3. Adjustment to practice: I monitor pupil's reading development and make adjustments to support those who are making slow progress.
4. Adjustment to practice: I take action to find appropriate interventions for pupils with reading difficulties.

Section 2: Understanding and supporting spelling

1. Knowledge: I know what processes are involved in accurate spelling.
2. Knowledge: I know how typically developing children acquire spelling skills.
3. Adjustment to practice: I teach pupils strategies for learning how to spell words accurately
4. Adjustment to practice: I adapt spelling lists to take account of different rates of progress.

Section 3: Dyslexia: A Focus

1. Knowledge: I know the defining characteristics of dyslexia and the difficulties dyslexic pupils experience.
2. Knowledge: I know which pupils in my class(es) have dyslexic difficulties.

3. Adjustment to practice: I provide appropriate support so that dyslexic pupils can access learning and confidently demonstrate their learning.
4. Adjustment to practice: I understand the nature of the explicit literacy teaching that is provided for pupils with dyslexic difficulties and ensure that my classroom practice consolidates this.

Section 4: Dyslexia: Adapting Practice

1. Knowledge: I know that some pupils have difficulties with short term memory and that can affect their ability to organise thoughts, manipulate mental calculations and remember complex instructions.
2. Knowledge: I know that for pupils with dyslexic difficulties, reading often remains effortful even when acceptable accuracy has been achieved and I know that this can have a knock-on effect on reading comprehension.
3. Adaptation to practice: I ensure that pupils with dyslexic difficulties have the opportunity to access a good range of literature that develops understanding and vocabulary.
4. Adaptation to practice: I understand how to outline the small steps that can be taken to achieve success and provide frequent opportunities for positive feedback.

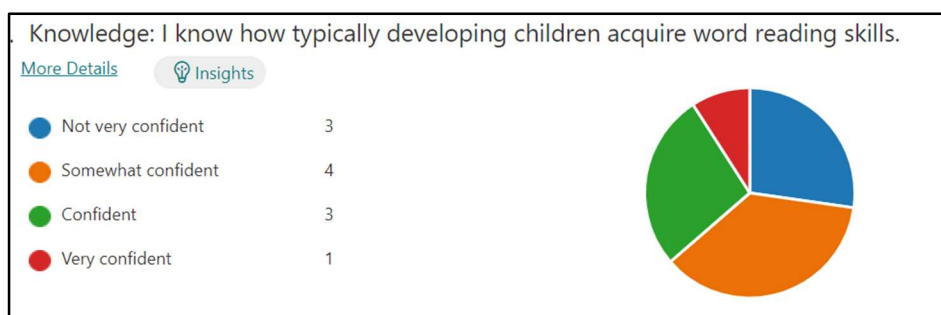
How to use the questionnaire

1. Follow the link below to create a template for the MS Form. Click on the 'Duplicate it' button that appears at the top of the page to make a copy of the MS Form specifically for your school. [Click here to create your own MS Form template for Staff self-evaluation questionnaire](#)
2. Click on the three dots (...) at the far-right MS Form and choose 'Settings' to add options such as a start and end date.
3. Once created, use the 'Collect Responses' tab to create a **Send and Collect Responses** link for your unique Form.
4. Share this link with all staff via email or by generating a QR code to put up in the staffroom.

5. Ask each member of staff to fill out the self-evaluation by the deadline set.

How to access your results

1. Log into your MS Forms page (saved in your favourites) and click on the form: Staff Self-Evaluation - Knowledge and Understanding of Literacy Difficulties & Dyslexia
2. As the staff complete the questionnaire, the results are automatically collated and can be viewed in the 'Responses' tab. The pie-charts show the cumulative confidence rating in each band, for each statement. For example:



You can see individual responses by clicking on the 'View results' button.

3. Once all the questionnaires have been submitted, you can analyse the results and plan any CPD needed at:
 - A whole school level
 - An individual staff level

Filling gaps in knowledge

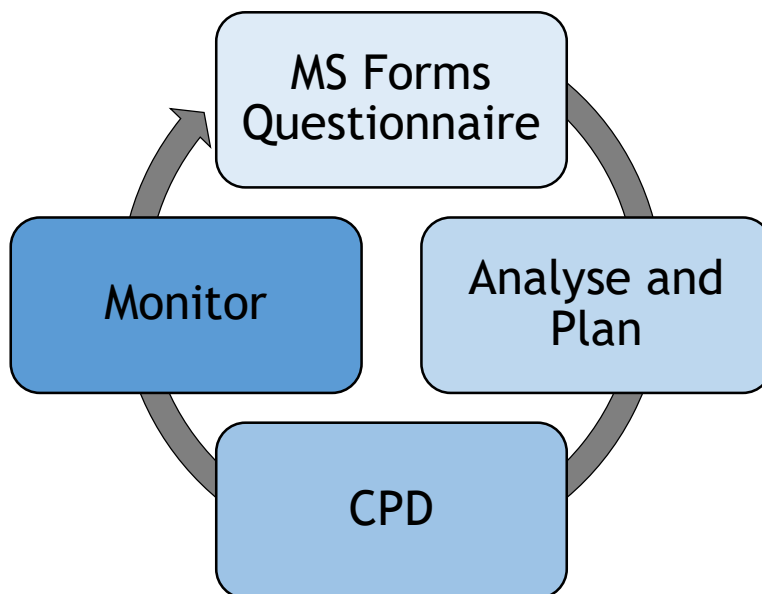
Once you have identified training needs, you can use the document 'Dyslexia Self-Evaluation Tool: Resources to increase knowledge and confidence' (see [Appendix B](#)). This chart provides links to different information sources for staff to access (e.g. Podcasts, Blogs, books, training courses etc). The resource is split into four sections corresponding to the four sections in the questionnaire. Staff can be directed towards resources that support the areas they rated as 'Not very confident' and 'Somewhat confident'.

What to do next

Once staff have accessed the planned CPD and taken advantage of the signposting to other resources to support their knowledge and understanding it is important to gauge the impact over time.

You could:

1. Monitor classroom practice
2. Generate a second MS Forms template to reassess staff confidence levels. This could be done annually and compared with the original findings to measure improvements in knowledge and confidence.
3. Consider an annual cycle of school and individual CPD.



Parent/Carer satisfaction questionnaire

What is it?

Parents and carers form a vital part of the process of ensuring that your school is supporting those with literacy difficulties and dyslexia. In the Parent Carer satisfaction questionnaire, families are asked to respond to 12 statements about communication, learning and pupil attitude to school. This will enable you to collate opinions on what you are doing well, and to identify any areas that may need to be improved.

The questionnaire asks parents/carers to identify themselves, so that individual responses can be followed up if necessary.

What statements are the parents/carers asked to respond to?

	Yes	Partly	No
The school has a clear understanding of my child's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school keeps me informed about my child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given information about what my child is learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers give me advice and tasks to help my child at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers listen to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the progress my child is making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is happy at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has friends at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the staff who support my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how support staff help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with the help my child receives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved in reviewing my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

They are also asked to give an overall satisfaction star rating.

Rate your overall satisfaction with what the school does for your child. *



How to use the questionnaire

1. Follow the link below to create a template for the MS Form. Click on the 'Duplicate it' button that appears at the top of the page to make a copy of the Parent/Carer satisfaction questionnaire specifically for your school. [Click here to create your own MS Form template for the Parent/Carer Questionnaire](#)
2. Click on the three dots (...) at the far-right MS Form and choose 'Settings' to add options such as a start and end date. You can also create a multilingual form if required.
3. Once created, use the 'Collect Responses' tab to create a **Send and Collect Responses** link for your unique Parent/carer Satisfaction questionnaire. Share this link with parents/carers via email or by generating a QR code to put on school newsletters or posters.

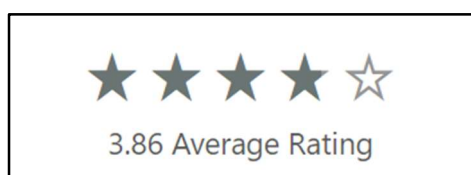
How to access your results

1. Log into your MS Forms page (saved in your favourites) and click on the form: Parent/Carer satisfaction questionnaire.
2. As the parents/carers complete the questionnaire, the results are automatically collated and can be viewed on the 'Responses' tab. The results for the statements are shown as sliders with the cumulative answers for each of the three response options.

For example:



3. The results for the overall satisfaction question are shown as a cumulative star rating.



4. You can see individual responses by clicking on the 'View results' button.

What to do next

Once all the questionnaires have been submitted, you can analyse the results and plan actions that need to be taken. This may be around staff support and training, school resources, and/or following up on individual responses.

If parents/carers would like more information about literacy difficulties and dyslexia, you can provide them with the 'Literacy Difficulties and Dyslexia - Information for Families, Children and Young People' resource (see [Appendix E](#)) and 'Frequently Asked Questions (FAQs) for Families' (see [Appendix F](#)). There are also additional resources in the School Toolkit.

Pupil Opinion Survey

What is it?

When establishing a successful and effective whole school approach to literacy difficulties and dyslexia it is important to find out what the pupils feel about the support they are given. In the Pupil Opinion Survey, CYP are asked to say to what extent they agree or disagree with 18 statements about school and their learning (Agree a lot; Agree; Disagree; Disagree a lot), as well as answering two questions specifically about their own reading and writing. Pupils are asked to give their name so that individual responses can be followed up.

What statements are the pupils asked to respond to?

- I like coming to school.
- I feel confident to join in activities at school.
- I feel good about myself when I am at school.
- The work I do in most lessons is interesting.
- Teachers and teaching assistants know that I sometimes have difficulty with reading and writing.
- Teachers and teaching assistants know how to help me when I get stuck.
- Some of my friends know that I sometimes have difficulty with reading and writing.
- Some of my friends know how to help me when I get stuck.
- I am confident to ask for help whenever I need it.
- I prefer to use a computer to write.
- I sometimes use concept maps/mind maps to help me write what I think.
- I sometimes use highlighter pen to help me pick out words and sentences I need to remember.
- The books I have to read and take home are interesting.
- The teacher writes on the board in different colours to make it easier for me to read and copy.
- My teacher gives me extra time to finish my work if I need it.
- I know what to do when I am stuck on a word I can't read.
- I know what to do when I am stuck on a word I can't spell.

- I like to work with others in my class especially when we do writing.

Additional questions:

4. I know what I need to do to get better at reading and writing *

Yes

No

5. I feel I am getting better at reading and writing. *

Yes

No

How to use the questionnaire

1. Follow the link below to create a template for the MS Form. Click on the 'Duplicate it' button that appears at the top of the page to make a copy of the Pupil Opinion survey specifically for your school. [Click here to create your own MS Form template for the Pupil Opinion Survey](#)
2. Click on the three dots (...) at the far-right MS Form and choose 'Settings' to add options such as a start and end date. You can also create a multilingual form if required.
3. Once created, use the 'Collect Responses' tab to create a 'Send and Collect Responses' link for your unique Pupil Opinion Survey. Share this link with pupils via email or by generating a QR code to put on posters. Younger pupils and those with SEND may need you or their family to do the survey with them.

How to access your results

1. Log into your MS Forms page (saved in your favourites) and click on the form: Pupil Opinion Survey.
2. As the CYP complete the questionnaire, the results are automatically collated and can be viewed on the 'Responses' tab. The results for the statements are shown as sliders with the cumulative answers for each of the four response options. For example:



You can see individual responses by clicking on the 'View results' button.








What to do next?

Once all the questionnaires have been submitted, you can analyse the results and plan actions that need to be taken. This may be around staff support and training, school resources, Dyslexia Active action planning and/or following up on individual responses.








If CYP would like more information about literacy difficulties and dyslexia, you can provide them with the 'Literacy Difficulties and Dyslexia - Information for Families, Children and Young People' resource (see [Appendix F](#)). There are also additional resources in the School Toolkit.


Appendix B - Dyslexia Self-Evaluation Tool: Resources to increase knowledge and confidence

Key:








 Video clip	 Article	 Website	 Blog	 Book	 Podcast	 Training
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Section 1: Understanding and supporting reading

Resource	Type	Links
The Simple View of Reading		The Simple View of Reading Reading Rockets
The Simple view of reading - Linda Farrell		https://youtu.be/BhpHr3SC7hk
Sir Jim Rose Dyslexia and the Simple View of Reading		https://youtu.be/SRtrlg6BDyc
National Literacy Trust - Read on Get on campaign		Read On. Get On. National Literacy Trust
Closing the Reading Gap - Alex Quigley (2020)		Closing the Reading Gap - 1st Edition - Alex Quigley - Routledge Book
Shanahan on Literacy (US site)		Literacy Blogs Shanahan on Literacy
Improving Literacy in Secondary Schools - Guidance		- Improving Literacy in Secondary Schools Education Endowment Foundation EEF






Meet the Experts - Various podcasts and videos on reading		Meet the Experts (Reading Rockets) on Apple Podcasts
How Children Learn to Read - the Science of Reading by Sound - Marnie Ginsberg		How Children Learn to Read - the Science of Reading by Sound Phonics Hero











Section 2: Understanding and supporting spelling





Resource	Type	Links
Anyone Can Spell It - A Guide for Teachers and Parents Hedda Fletcher & Marlene Caplan		Helen Arkell Dyslexia Charity
Spellers not Spellings - Spelling games training - CLASS		Contact CLASS for more details
Reading Rockets - Five guidelines for learning spelling and six ways for practicing spelling		Five Guidelines for Learning Spelling and Six Ways for Practicing Spelling Reading Rockets
How to teach spelling so words stick - Bex Escreet		How to Teach Spelling so Words Stick (twinkl.co.uk)
Invented Spelling and Spelling Development - Elaine Lutz		Invented Spelling and Spelling Development Reading Rockets
Spelling in Depth		Spelling: In Depth Reading Rockets
What is Phonological Awareness?		https://youtu.be/K0G6teawxls

What is Phonics?		https://youtu.be/42jb6PopZCI
A Creative Approach to Teaching Spelling: The what, why and how of teaching spelling, starting with phonics - Kate Robinson		A Creative Approach to Teaching Spelling: The what, why and how of teaching spelling, starting with phonics: Amazon.co.uk: Kate Robinson: 9781472922458: Books
The Four rules of Syllabification		The Four Rules of Syllabification (actiondyslexia.co.uk)
Dyslexia Teaching Points: Spelling Shield (BDA)		https://youtu.be/2Bws3r2hqmA





Section 3: Dyslexia: A focus









Resource	Type	Links
Lexia Podcast - Understanding Dyslexia today (USA)		Understanding Dyslexia Today: An Interview with Suzanne Carreker and Lee-Ann Tolfree Mertzluft Lexia Learning
Made by Dyslexia - Q & A with famous dyslexics		Listen to madebydyslexia's podcast Podcast (radio-uk.co.uk)
See Dyslexia Differently - BDA		https://youtu.be/11r7CFIk2sc
Dyslexia Explained: What's It Like Being Dyslexic? - Nesy		https://www.youtube.com/watch?v=IEpBujdee8M
Hidden Potential - Dyslexia Association of Ireland		https://www.youtube.com/watch?v=_CehY6Tsolc

The True Gifts of a Dyslexic Mind - Dean Bragonier - TEDx Talks		https://www.youtube.com/watch?v=_dPyzFFcG7A
Listen: What Teachers Need to Know about Dyslexia - TES		Dyslexia: what teachers need to know (tes.com)
Made by Dyslexia - Website of resources and videos		Made By Dyslexia
Made by Dyslexia - YouTube channel		Made By Dyslexia - YouTube
CLASS Understanding Dyslexia - Core training		Contact CLASS for more details CLASS@eastsussex.gov.uk
Dyslexia Awareness - Part 1 & 2 - Made by Dyslexia (Free training - 2-hour online course)		Dyslexia Awareness: In partnership with Made by Dyslexia - Microsoft Educator Center - (Search for Dyslexia Awareness Training)
Word of Mouth - Dyslexia Michael Rosen interviews Margaret Snowling		Word of Mouth - Dyslexia - BBC Sounds
Defining Dyslexia: Past, present and future. Snowling, Hulme and Nation (2020)		Full article: Defining and understanding dyslexia: past, present and future (tandfonline.com)
Dyslexia: A very short introduction - Margaret Snowling (2019)		Dyslexia: A Very Short Introduction Very Short Introductions: Amazon.co.uk: Margaret J. Snowling: Books
Dyslexia: A Practitioner's Handbook (5 th edition) - Gavin Reid (2017)		Dyslexia: A Practitioner's Handbook, 5th Edition: Amazon.co.uk: Reid, Gavin: Books

Nessy - Information and resources		Further Dyslexia Information - Nessy UK
Introduction to Dyslexia		An introduction to dyslexia Nasen
The British Dyslexia Association		British Dyslexia Association (bdadyslexia.org.uk)
Rose Review - Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties - Sir Jim Rose CBE (June 2009) - Archived		Rose Review » Interventions for Literacy (archive.org)

Section 4: Dyslexia: Adapting practice

Resource	Type	Links
Teaching for Dyslexia - Helen Arkell		Teaching for Dyslexia Videos About Dyslexia Helen Arkell Dyslexia Centre
The Big Book of Dyslexia Activities for Kids and Teens: 100+ creative, fun, multisensory and inclusive ideas for successful learning. Gavin Reid (2018)		The Big Book of Dyslexia Activities for Kids and Teens: 100+ Creative, Fun, Multi-sensory and Inclusive Ideas for Successful Learning: Amazon.co.uk: Gavin Reid, Nick Guise and Jennie Guise: Books
Dyslexia Friendly Schools Good Practice Guide (2 nd edition) - British Dyslexia Association		Dyslexia Friendly Schools Good Practice Guide - 2nd Edition - Shop - British Dyslexia Association (bdadyslexia.org.uk)
Achieve Now - Using ICT to support learning		Achieve Now - Transforming Learning

Dyslexia Teaching Points: Games to help the dyslexic learner (BDA)		https://youtu.be/loOGyHKm5XY
Teaching Tips for Dyslexia in different age groups- Nessy Website		Teaching tips from Nessy
The Dyslexia Friendly Toolkit - Removing dyslexia as a barrier to achievement - Neil MacKay		Removing Dyslexia as a Barrier to Achievement (actiondyslexia.co.uk)
Dyslexia Teaching Approaches - Gavin Reid		Dyslexia: Teaching Approaches - Dr Gavin Reid
Working Memory and Learning: A Practical Guide for Teachers - Susan Gathercole and Tracy Packiam Alloway		Working Memory and Learning: A Practical Guide for Teachers: Amazon.co.uk: Susan Gathercole, Tracy Packiam Alloway: Books
Distinguishing the Difference: SEN or EAL? - Birmingham City Council		Distinguishing the difference SEN or EAL? - Birmingham City Council
What works for Children and Young People with Literacy Difficulties, latest version		What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf (helenarkell.org.uk)
Dyslexia-SpLD Trust - Interventions for Literacy		Interventions For Literacy

Appendix C - Frequently asked questions for school staff

1. Is any pupil who has reading difficulties dyslexic?

There are all sorts of reasons why pupils may be behind with reading. For example, some pupils miss out on learning opportunities through missing a lot of school. Once these pupils receive the reading instruction they need, they will begin to make good progress. Their problems will not persist. Dyslexic pupils also make progress, but it is slow and takes a lot of effort.

2. Is dyslexia hereditary?

Problems with literacy do appear to run in families although separating genes from environment is notoriously difficult. At present it is not possible to 'test' for dyslexia or identify literacy difficulties from genetic analysis. We have seen that reading and spelling are culturally evolved skills invented by humans to record spoken language and that they involve the successful integration of several different skills. Reading skills are likely to be shaped by both genetic and environmental factors, as well as the complex interplay between the two.

3. Can dyslexia only be identified when a pupil is around 8 years old?

No. Early signs of dyslexia can often be seen when a pupil is in pre-school or even earlier. As dyslexia is frequently associated with difficulties with language skills that are needed for reading, you might notice difficulties with things such as rhyming and hearing letter sounds. The earlier literacy difficulties are picked up, the earlier intervention can start and the better the outcomes are for the pupil. It is important to also eliminate the possibility that other factors might be affecting the pupil's progress in literacy, such as poor eyesight.

4. What are the most effective approaches for dyslexic pupils?

It is important to have a targeted and systematic approach and to have lots of positive experience and practice in reading. Work on phonological awareness, phonic strategies, and the application of these in reading text are all important. There is some evidence that several short teaching sessions are more effective than one long one and that breaking reading and spelling objectives down into smaller steps is valuable. Multi-sensory teaching is recommended.

5. Does a pupil have to have at least average intelligence to be dyslexic?

Intelligence and dyslexia are separate. Some pupils who have reduced cognitive ability are good at reading words, just as some pupils who have high cognitive ability have problems with reading. Dyslexia can occur at all levels of intelligence, and in all social classes and ethnic groups.

6. Is the involvement of an Educational Psychologist or the Communication, Learning and Autism Support Service (CLASS) needed to have dyslexia identified?

Staff in schools are often the first to identify specific reading and/or spelling difficulties and may choose to discuss the possibility of dyslexia with their allocated Educational Psychologist (EP) and/or CLASS Link Adviser who has specialist knowledge and experience of pupils' development and approaches to learning. As research evidence suggests that the use of a single assessment for the identification of dyslexia is not recommended (e.g. Kavale, Holdnack & Mostert, 2005), they will advise staff on how to support pupils using the Individual Graduated Approach and targeted intervention. If a pupil continues to fail to make progress following appropriate support, this can be discussed, and dyslexia may be formally identified by an educational psychologist or a CLASS Adviser with a Level 7 qualification.

7. Should identification of dyslexia trigger specialist teaching?

The BPS definition of dyslexia that East Sussex uses, and the SEN Code of Practice allow for a graduated approach. At the early stages when the pupil is not making progress, this may involve some minor adjustments to the teaching provided for the whole class. It may become necessary for some pupils to have the teaching already in place broken down into smaller steps at a slower pace and with more repetition, supported by a teaching assistant under the class teacher's guidance. The pupil's programme should be reviewed considering progress and response to intervention. One of the outcomes of this may be the involvement of outside agencies with specialist knowledge. Research about effective interventions should inform practice and will continue to be important.

8. What level of literacy skill can I expect a dyslexic pupil to achieve?

Almost all pupils can learn to read and spell but dyslexic pupils have greater difficulty in learning core literacy skills. Most struggle with literacy for the greater part of their school lives. However, with appropriate learning opportunities, support and encouragement, the expectation would be that almost all pupils attain functional literacy skills before the end of their secondary education.

9. If a pupil has been identified as being dyslexic, does this mean they should have an Education, Health and Care (EHC) Plan?

The needs of the majority can be met with SEN Support in their mainstream school in accordance with Government Policy. Dyslexic pupils do not necessarily receive EHC Plans, and those that do, have extremely complex needs. Every teacher is a teacher of Special Educational Needs, and all schools can meet the needs of dyslexic pupils.

10. Can children and young people only get Exam Access Arrangements if they have been formally identified as dyslexic?

Current access arrangements for SATs/GCSEs and other externally assessed examinations in the UK provide guidance for schools on the provision of reasonable adjustments for examinees. These must be requested by the school before the examination, preferably at the start of the course so that the arrangements become the 'normal way of working'. The guidance recommends that examinees who have 'persistent and significant difficulty in reading and understanding written material where this is in the person's native language' should have the right to access pre-agreed additional access arrangements. This does not require evidence of formal identification of dyslexia, but some access arrangements do require additional testing by a qualified Exam Access Arrangements assessor. In addition, the school should provide a picture of need over time, and evidence that this is the typical support provision for the pupil in the classroom and during internal examinations.

11. Once a pupil is identified as dyslexic, do I still need to monitor progress and put in support?

Positive outcomes for pupils identified as being dyslexic depend on effective ongoing support and inclusive practice. An identification of dyslexia means that the pupil

may learn in different ways and access some skills at a different rate, but it should not limit the expectations they or others have for their educational achievement. Effective monitoring practices across the school, including those based on the graduated approach, should ensure that the provision is in place for all pupils, including those with dyslexia. As the underlying causes and presentations of dyslexia may vary from pupil to pupil, it is helpful to monitor the effectiveness of strategies and provision over time to ensure that it is meeting the specific needs of the individual pupil.

Appendix D- Assessment tools to support the identification of literacy difficulties and dyslexia

This resource has been devised to provide schools with a range of assessment tests they may choose to use to identify specific areas of difficulty in an individual pupil. It has been colour-coded to match the ESCC individual graduated approach.

Universal Provision Assessment Tools

Examples of **assessment data** and **tools** that can be used by **teaching staff** to support the identification of literacy difficulties and dyslexia at the universal provision stage.

Targeted - Graduated Provision Assessment Tools

Examples of **assessment tools** that can be used by **specialist school staff** (e.g. SENCos) to support the identification of dyslexia at the graduated provision stage.

Enhanced - External Support Assessment Tools

Examples of **assessment tools** that can be used by **specialist professionals** (e.g. specialist teachers and educational psychologists) to support the identification of dyslexia at the external support stage.

Assessments can be carried out according to an individual's qualification levels. The following codes explain who can do what:

A ~ Qualified psychologist

B ~ Specialist Teacher - These tests are for individuals who hold a qualification in SEN i.e. Post Graduate Diploma or Masters.

C/D ~ Occupational Therapist/ Speech Therapist - These tests are for individuals who hold a graduate and/or post graduate qualification relevant to their profession. This qualification code would encompass speech and Language therapists, mental health professionals and health practitioners with appropriate Graduate and professional qualifications in their field of practice.

E ~ Other Professional - These tests in general, are those which do not require an individual to have advanced training in assessment and interpretation. Qualified teachers would be given this code.

U ~ Universal - No qualification required.

(Taken from Ann Arbor Publishers/Pearson)

Reading and Spelling

Universal Assessment Tools

- ✓ **Structured Synthetic Phonics** progress tracking documents.
- ✓ **Guided reading records.**
- ✓ **Miscue Analysis** - provides information on *reading* accuracy; *reader's* errors and self-corrections, and reading strategies used.
- ✓ **Age-related expectations (ARE)** tracking documents.
- ✓ **Baseline assessment of individual word reading and spelling** (e.g. High frequency words).
- ✓ **Year 1 phonics screening check.**
- ✓ **Pupil/parent/teacher consultations**
- ✓ **COLIN - Communication and Language Information** - a tool to collect information about a pupil's behaviour, language, and literacy needs, which can be used to structure discussions between class teachers and SENCos. It contains informal assessment materials for phonological awareness, auditory memory and visual discrimination

Targeted Assessment Tools

Reading:

E ~ Salford Reading Test (ages 5-11) - a standardised reading assessment, which assesses both reading accuracy and comprehension.

E ~ York Assessment of Reading Comprehension (YARC) (ages 5-16) - a one-to-one, diagnostic reading assessment that assesses pupils' reading and comprehension skills.

E ~ Diagnostic Test of Word Reading Processes (DTWRP) (ages 6-12) - a one-to-one reading assessment that tests pupils' recognition of regular and exception words.

E ~ Hodder Group Reading Test (HGRT) (ages 5-16) - a set of standardised measures of single-word

reading, sentence reading and reading speed in a single test battery. The tests can be administered electronically for groups of children to complete at the same time.

E ~ Hodder Oral Reading Test (HORT) (ages 5-16) - assesses single word, sentence and speed reading.

E ~ Neale Analysis of Reading Ability (NARA) (ages 6-12) - measures pupil's accuracy, comprehension and rate of reading. It also provides a comprehensive gauge of a pupil's interest in reading.

Spelling:

E ~ Helen Arkell Spelling Test (HAST) (ages 5-16) - identifies areas of difficulty with spelling. As a diagnostic tool, it also provides ideas and advice on how to support individuals with these difficulties. It can be administered to either groups or individuals.

Vernon graded spelling test (ages 5-16) - assesses spelling attainment and progress.

Enhanced Assessment Tools

Reading:

B ~ Wechsler Individual Achievement Test, Third Edition (WIAT-III^{UK}) - a battery of assessments, which includes the following subtests: Early Reading Skills (ages 4-8); Reading Comprehension (ages 6-17+); Word Reading (ages 6-17+); Pseudoword Decoding (ages 6-17+); Oral Reading Fluency (ages 6-17+)

B ~ Test of Word Reading Efficiency (TOWRE) (ages 5-16) - measures a pupil's ability to read 'real' words (e.g., sight vocabulary) and 'pseudo' words (e.g., phonemic decoding ability).

A ~ British Ability Scales, Third Edition (BAS-III^{UK}) (ages 5 -18) - contains a reading test which assesses a pupil's ability to recognise and read individual words

Spelling:

B ~ WIAT III^{UK} (ages 5-17+) - measures written spelling of letter sounds and single words.

A ~ **BAS-III^{UK}** (ages 5 -18) - contains a test that assesses knowledge and recall of spellings.

Combined:

B ~ Academic Achievement Battery (AAB) - a comprehensive set of assessments for reading, spelling, writing and oral production. Composites: Basic reading; reading comprehension; listening comprehension; expressive communication; written expression.

B ~ Wide Range Achievement Test, Fifth Edition (WRAT-5) (ages 5-25+) - measures the skills of word reading, sentence comprehension and spelling.

Phonological Awareness - the ability to recognise the sound structure in words.

Universal Assessment Tools

- ✓ **Informal phonological assessment** e.g. rhyme, alliteration, blending and segmenting. [Informal Phonological Awareness assessment for school-age children](#)
- ✓ **COLIN - Communication and Language Information** - informal assessment for phonological awareness.
- ✓ **Sound Linkage 3rd Edition (Hatcher, Duff and Hume)** - An Integrated Programme for Overcoming Reading Difficulties

Targeted Assessment Tools

D - Comprehensive Test of Phonological Processing, Second Edition (CTOPP 2) (ages 6-24) - has subtests that assess phonological awareness, phonological memory and rapid naming.

D - TAPS-4: A Language Processing Skills Assessment (ages 4-18) - assesses phonological segmentation and phonological blending.

Phonological Assessment Battery, Second Edition (PhAB2) (ages 5-11) - has subtests that assess blending, phonological memory, and rapid naming.

Enhanced Assessment Tools

B - Academic Achievement Battery (AAB) - subtest: Reading Foundational Skills (ages 3-9) - assesses rhyme, alliteration, phonological segmentation and blending, and sound manipulation.

Working memory

- the ability to manage, manipulate, and transform information drawn from short-term memory and long-term memory.

Universal Assessment Tools

- ✓ Checklist of possible memory difficulties in the classroom.
- ✓ COLIN - Communication and Language Information (CLASS) - informal assessment for auditory memory.
- ✓ [Understanding Working Memory - A classroom guide \(Gathercole and Alloway\)](#)

Targeted Assessment Tools

D ~ CTOPP 2 - includes a subtest *Memory for Digits*, which measures a pupil's ability to repeat numbers accurately.

D ~ TAPS-4 - a series of subtests that form an Auditory Memory Index: Number Memory Forward (STM); Word Memory (STM); Sentence Memory (STM); Number Memory Reversed (WM)

Enhanced Assessment Tools

B ~ Test of Memory and Learning - Second Edition (TOMAL-2) (ages 5-25+) - includes a battery of tests that form three core indexes: Verbal Memory Index; Nonverbal Memory Index; Composite Memory Index

A ~ Wechsler Intelligence Scale for Children, Fifth UK Edition (WISC-V^{UK}) has a series of subtests that form an Auditory Working Memory Index: Digit Span - there are two parts to this subtest: Digits Forward (STM) Digits Reversed (WM); Letter Number Sequencing (WM)

A ~ BAS-III^{UK} - contains diagnostic scales, including: Recall of Digits Forward (STM); Recall of Digits Backwards (WM); Recall of Objects (STM and delayed memory); Recognition of Pictures (STM - visual).

Auditory/Verbal Processing Speed	Universal Assessment Tools
Visual processing Speed	<ul style="list-style-type: none"> ✓ Checklist of possible processing speed difficulties in the classroom. ✓ COLIN - Communication and Language Information (CLASS) - informal assessment for visual discrimination.
Perceptual and Spatial Organisation	Targeted Assessment Tools
	<p>D ~ CTOPP 2 - has a series of naming tests that measure a pupil's ability to rapidly name numbers, letters, colours and objects.</p>
	<p>PhAB2 - has two naming tests that measures a pupil's ability to rapidly name numbers and pictures.</p>
	Enhanced Assessment Tools
	<p>B ~ Symbol Digit Modalities Test - (ages 8-25+) - a test that can be administered to groups or individuals that can pick up perceptual difficulties.</p>
	<p>B ~ RAN/RAS - Automated Naming and Rapid Alternating Stimulus - (ages 5-18.11) - a series of naming tests that measure a pupil's ability to rapidly name numbers, letters, colours and objects, as well as two subtests that require rapid alternating naming (2-set number/letter; 3-set number/letter/colour).</p>
	<p>A ~ BAS-III^{UK} - contains a diagnostic scale 'Speed of Information Processing' which measures the speed in performing simple mental operations.</p>
	<p>A ~ WISC-V ^{UK} - has two core subtests, which form a Processing Speed Index: Coding; and Symbol Search.</p>

Maths

Universal Assessment Tools

- ✓ Age-related expectations (ARE) and maths scheme tracking documents.
- ✓ Baseline assessment of mathematical skills
- ✓ The Dyscalculia Toolkit - Supporting Learning Difficulties in Maths (Ronit Bird)
- ✓ More Trouble with Maths: A complete manual to identifying and diagnosing mathematical difficulties (Steve Chinn)

Targeted Assessment Tools

E ~ Sandwell Early Numeracy Test Revised (ages 4–8) - assesses the following: Identification of number, oral counting, value and computation, object counting

E ~ Sandwell Early Numeracy Test KS2-3 (SENT) (ages 8 - 14) - assesses the following: Identification of number, oral counting, value and computation, object counting.

E ~ The Test of Basic Arithmetic and Numeracy Skills (TOBANS) (ages 7-11) - an assessment tool that can efficiently and accurately assess children's number processing and arithmetic skills.

Enhanced Assessment Tools

B ~ WIAT-III^{UK} contains a number of subscales: Maths Problem Solving (ages 4-17+); Numeracy (ages 5-17+); Maths Fluency (ages 6-17+)

A ~ BAS-III^{UK} - contains a *Number Skills Test*, which assess the four operations.

B ~ Wide Range Achievement Test (WRAT 5) (ages 5 -26+) - contains a Maths Computation scale, which measures an individual's ability to count, identify numbers, solve simple oral math problems, and calculate

written math problems in a range of domains, including arithmetic, algebra, geometry, and advanced operations.

B ~ Academic Achievement Battery (AAB) - has subtests that assess mathematical calculation and mathematical reasoning.

Language	<h3 style="text-align: center; background-color: #FFD700; padding: 5px;">Universal Assessment Tools</h3>
	<p>✓ COLIN - Communication and Language Information (CLASS) - a tool to be used to systematically collect information about a pupil's behaviour, language, and literacy needs, which can then be used to structure discussions between class teachers and SENCOs.</p>
	<h3 style="text-align: center; background-color: #66AA33; padding: 5px;">Targeted Assessment Tools</h3>
	<p>Renfrew Language Scales (ages 3 - 8) - A series of three tests to assess expressive language skills. Action Picture Test (RAPT); Word Finding Vocabulary Test (WFVT) and Bus Story.</p> <p>D ~ British Picture Vocabulary Scale (BPVS) (ages 3-16) - is a one-to-one test that assesses a pupil's receptive vocabulary; pupils select a picture from four options that best illustrates the word's meaning</p> <p>E ~ Speech Link (ages 5-16) - an assessment used to identify and support children with developmental speech sound difficulties</p> <p>E ~ Language Link Infant/Junior (ages 5-11) and Secondary Language Link (ages 11-14) - an online package used to identify and support children with mild to moderate SLCN and those new to English.</p>
<h3 style="text-align: center; background-color: #4488CC; padding: 5px;">Enhanced Assessment Tools</h3>	
<p>C ~ Test of Abstract Language Comprehension (TALC) (ELKLAN) - (ages 3 -11) - is an assessment that looks at children's understanding of abstract language through verbal reasoning.</p> <p>C ~ Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF-5^{UK}) (ages 5 - 21) - provides a flexible battery to assess semantics, morphology, syntax, and pragmatics.</p>	

Dyslexia Screeners

Note: These tests are designed to give an indication of possible **dyslexic** difficulties. They do **not** provide evidence for formal identification of dyslexia.

Universal Assessment Tools

E ~ Dyslexia Early Screening Test, Second Edition (DEST-2) (ages 4 years 6 months - 6 years 5 months) - a test designed to identify children who are 'at risk' of dyslexia. The test is administered individually and takes approximately 30 minutes to complete.

E ~ Dyslexia Screening Test -Junior and Secondary (DST-J and DST-S) (ages: Junior: 6 years 6 months - 11 years 5 months; Secondary: 11 years 6 months to 16 years 5 months) - tests designed to identify children who are 'at risk' of dyslexia. The tests are administered individually and take approximately 30 minutes to complete.

E ~ Rapid Dyslexia Screening Test (ages 4 -15) - a whole-class screener to identify any students with dyslexic tendencies. The tests include phonological processing (4 - 15 years), working memory (4 - 15 Years), phonic decoding skills (8 - 15 years) and visual-verbal integration memory (4 - 7 years). It takes approximately 15 minutes to complete.

E ~ Dyslexia Portfolio (ages 6-16) - the portfolio comprises nine short tests for use with pupils who may have already been screened as possibly being dyslexic or whose literacy attainment is giving cause for concern.

U ~ Nessy Dyslexia Screening (ages 5.5 - 16) - a series of interactive, online games that are designed to identify children who are at risk of dyslexia. The games measure working memory; phonological awareness; processing speed; visual and auditory sequential memory, and visual memory. The test takes approximately 20 minutes to complete.

Appendix E - Literacy difficulties and dyslexia - Information for families, children and young people

Books



[Dyslexia Explained eBook - Nessy UK](#) - A simple, colourful, visual e-book to explain dyslexia to younger children.



Video Clips



[See Dyslexia Differently \(BDA\)](#) - British Dyslexia Association (BDA) A video animation to explain dyslexia.



[Xtraordinary People](#) A book read by Princess Beatrice published by global organisation 'Made by Dyslexia.



Websites



[Understanding Dyslexia](#) A booklet for parents with analogies and stories to download



[Understanding Dyslexia - Guides](#) written by parents to explain dyslexia for Families and Parent Champions (two guides for ages 7-11 and 11-16)



[Top Tips | Parent Champions](#) Useful tips to support learning.



Appendix F - Frequently asked questions for families

1. Is any child or young person (CYP) who has reading difficulties dyslexic?

There are many reasons why CYP may find reading and writing difficult. For example, if they have missed a lot of school and/or have physical, emotional, or cognitive differences that make it harder for them to develop age-appropriate literacy skills. Once these CYP receive the right support for their needs, they will begin to make good progress and their literacy difficulties will not persist. Dyslexic CYP may also make progress with extra support, but that progress is at a slower pace and takes a lot of effort.

2. Is dyslexia hereditary?

It is acknowledged that problems with literacy do appear to run in families, and there is some research into dyslexia 'marker' genes, but this is not conclusive. Currently, it is not possible to 'test' for dyslexia or identify literacy difficulties from genetic analysis. The development of literacy skills involves many different processes, including physical skills, visual processing skills, memory, and language. Cultural and environmental factors may also contribute. Therefore, shared genetic vulnerabilities or shared family difficulties can be hard to unpick.

3. How old does a pupil have to be to be identified as being dyslexic?

The developmental variations in the physical and cognitive skills of young children can be substantial. Literacy development is one example of this, so it can be difficult to be sure whether a young child is dyslexic or has not yet developed the skills they will need for reading and writing. However, some early signs of dyslexia can often be seen when a child is in pre-school or even earlier. As dyslexia is frequently associated with difficulties with language skills that are needed for reading, you might notice difficulties with things such as rhyming and hearing letter sounds.

Although it is helpful for a dyslexic child to receive early intervention, it is also important that an identification is made carefully and accurately. This will ensure that other issues that might be affecting your child, such as poor eyesight or hearing, are not overlooked. Dyslexia identification should take place over time,

through the recording of their responses to targeted literacy intervention. During this process, your child will be receiving a high level of expert-guided intervention and support that will benefit them and help you and their teachers learn how to support them effectively.

4. Should I tell my child that they are dyslexic?

You should make this judgement by thinking about whether using the term dyslexia will be helpful for your child. You are the expert on your child, but you might also find it helpful to discuss this with others, including staff at your child's school, before you decide. Some young people find it reassuring and feel validated to have their difficulties described in this way. Other young people may feel that the use of the word 'dyslexia' might make them, and others have lower expectations of what they can achieve.

5. How can I get my child's dyslexia acknowledged?

The best place to start is in school. If you have any worries about your child's literacy development, you should talk to school staff about how your child is progressing and clarify any steps they are taking to provide support. The Special Educational Needs Coordinator (SENCo) and Headteacher will be able to tell you how the school's policy works for the identification and provision for pupils with literacy difficulties. The SENCo will have access to resources to identify areas of difficulty and can follow the ESCC Individual Graduated Approach to the identification of literacy difficulties and dyslexia. The school will consult with the link Educational Psychologist and CLASS Link Adviser for additional advice and a formal identification of dyslexia if appropriate. A 'one off' dyslexia assessment by someone who does not have access to information about the teaching and support that has been provided, and your child's response to this, is not likely to be helpful.

7. If my child is identified as dyslexic, should they have an Educational and Health Care Plan (EHCP)?

Most mainstream schools in East Sussex are given funding and opportunities for training to provide extensive, planned support to pupils with identified learning needs (SEN), including dyslexia. A pupil does not need to have an EHCP to access this support. EHCPs are provided in cases where a pupil's disabilities and learning needs are defined as:

- **complex** (they have a range of issues which interact to affect their health and development), and
- **severe** (the level of disability and learning need they experience could not reasonably be met within the budget or available resources provided for them).

Currently just over three hundred thousand young people in the UK have an EHCP. Fewer than 4% of these EHCPs were put in place for young people with a specific learning difficulty such as dyslexia as it is understood that their needs can typically be supported within the existing provisions.

Up to 10% of the population in the UK is understood to have some degree of dyslexic difficulty, therefore schools have a lot of experience in supporting young people with the same or similar difficulties as your child.

One of the most effective forms of support for your child is likely to be an effective working partnership between you, your child, and their school. It will help them if you continue to let them know what is going well and what you feel could be changed. If you or your child are worried or unsure about the level of support which is available, ask to speak to their teachers or the school SENCo.

8. If my child is identified as dyslexic, should they have one to one specialist teaching?

Research into effective educational practices for dyslexic pupils do not suggest that one to one specialist teaching provides the most long-term benefit. In most cases, an inclusive education is the best option for young people because it supports them to develop independence and confidence for the future. Inclusion is a central principle in schools that meet the needs of dyslexic pupils effectively. Schools focus

on a pupil's strengths and adapt the learning environment to meet their needs; they maintain high expectations for all; they put in place early intervention practices and effective monitoring. Your child may benefit from accessing targeted, evidence-based intervention programmes, either in small groups or as a one to one intervention over the course of their education to support them with specific areas of difficulty. These should not replace whole-class inclusion and instruction over the long term.

9. Does my child need a formal identification of dyslexia to be tested for GCSE exam access arrangements?

No. Current access arrangements for SATs/GCSEs provide guidance for schools on the provision of reasonable adjustments for pupils who have 'persistent and significant difficulty in reading and understanding written material (in their native language)'. Access arrangements must be decided upon, and applied for, by the school before the examination, preferably at the start of the course so that the arrangements become the pupil's 'normal way of working'.

There is no requirement for evidence of formal identification of dyslexia, however some access arrangements do require additional testing by a qualified Exam Access Arrangements assessor to see if the pupil qualifies. The school will need to show a 'picture of need' and that your child has been receiving support for their learning in the classroom and during internal examinations. Even if your child does not qualify when tested by the assessor, there are lots of access arrangements, such as having a reader or using a laptop, that the school can decide for themselves.

10. What can I do to help my child?

A positive approach, which focuses on your child's strengths and celebrates their progress will support them best. Becoming an expert on your child can help them to understand themselves better and to develop the strategies that work best for them. There is a range of support and guidance for parents provided by charities such as the [British Dyslexia Association \(BDA\)](#) and [The Helen Arkell Dyslexia Charity](#). Further information and recommended resources can be found in [Appendix E](#). Your child's school will also be able to support you to help your child.

Appendix G - Interventions to support learners

General information					
The Dyslexia SpLD Trust have produced an interactive directory of the successful interventions for dyslexic pupils which are all listed in the Greg Brooks book What works for Children and Young People with Literacy Difficulties - 5th Edition					
Area of Need	Intervention	Age	Description	Online	Links
Reading and Spelling	Nessy Reading and Spelling	6-11	Nessy Reading & Spelling (NRS) is an adaptive program that generates tailored lessons to help the individual student target areas of weakness in their learning. Each lesson contains strategy videos, online games and worksheets for a multisensory approach to learning.	✓ Additional printable resources	Click here for more information
	Word Shark 5	All KS	WordShark V5 combines the excitement of computer games with the serious task of learning to read and spell. Each of the 60 motivating games is designed to address discreet skills in the teaching and reinforcing of reading and spelling	✓	Click here for more information
	Beat Dyslexia	All KS	A carefully structured multisensory programme that helps the learner understand the linguistic and phonological structures that underpin literacy.	Includes a CD-ROM	Click here for more information

Reading	Bullseye	KS 1,2,3	Bullseye is a precision teaching programme to teach the NLS high frequency words.	X	Contact CLASS for more information
	Pearson Rapid Reading	All KS	Catch-up reading programme for struggling readers. Printed books, eBooks and teacher guides. Dyslexia friendly format.	e-books	Click here for more information
	Blitz!	KS1 and early KS2	Blitz! is an intensive Early Literacy Intervention programme designed to be used by non-specialist staff. It targets children in KS1 or early KS2 who are experiencing sustained difficulties in learning to read.	X	Click here for more information
	Lexia Core5 Reading	R-Y6	Lexia® Core5® Reading provides a systematic and structured approach to the five areas of reading, covering early phonological to advanced comprehension skills. Core5 also includes SPAG practise and instruction. The program creates personalised learning paths.	✓ Additional printable resources	Click here for more information
	Lexia PowerUp Literacy	KS3 & 4	Lexia PowerUp Literacy is designed to help students become proficient readers, confident learners and GCSE-ready. It primarily targets Key Stage 3 pupils who lack the basic reading, academic vocabulary and the comprehension skills necessary to fully access and	✓ Additional printable resources	Click here for more information

			engage in the secondary curriculum. It can also be used for those in Key Stage 4 who require similar support.		
Writing	Nessy Writing Beach	KS2&3	Writing Beach offers a unique and engaging way to help children aged 7-14 to understand the building blocks of written language whilst having fun. Learn about sentence structure, grammar, punctuation and strategies that give children a structure they can follow when writing.	✓ Additional printable resources	Click here for more information
Phonological Awareness	Sound Linkage - An Integrated Programme for Overcoming Reading Difficulties 3 rd Edition	All	A standardised test of phonological awareness and phonological training programme covering identification of words and syllables; identification and supply of rhyming words; identification and discrimination of phonemes; and blending, segmentation, deletion, substitution and transposition of phonemes within words.	X	Available to purchase from Amazon or Wiley Publishers: Click here for more information
Memory	Memory Magic	KS1-3	A working memory assessment and programme consisting of 63 fun packed and graded activities which are divided into 7 “Magic Tricks” that help children discover how to support their working memory and learning.	X	Click here for more information

Motor Control	Jump Ahead	EYFS KS1-3	A programme to support difficulties with both fine and gross motor co-ordination. The manual includes a pre and post assessment tool and details of how to plan and carry out an intervention.	X	Contact CLASS for more information Manual available from: jumpahead.motorskills@gmail.com
	Sensory Circuits - Jane Horwood	All	Sensory Circuits is a programme of physical activities that provide regular and controlled input to specific sensory-motor systems enabling children to be energised or calmed so that they can get the most out their day.	X	Click here for more information
	Speed Up!	8-13	Speed Up! is an 8-week course for any pupil aged 8-13 whose handwriting is illegible, slow or lacking in fluency. Speed Up! gets to the root of writing difficulties by developing kinaesthetic awareness through multi-sensory activity and exercise	X	Click here for more information
	Write from the Start	KS1-2	The Write From The Start programme contains over 400 carefully graded activities that develop the intrinsic muscles of the hand so that children gain the necessary control to form letter shapes and create appropriate spaces between words, alongside the following perceptual skills required to orientate letters and organise the page: hand-eye co-ordination; form	X	Click here for more information

			constancy; spatial organisation; figure-ground discrimination; orientation; laterality.		
	Write Dance	EYFS KS1-2	Write Dance is a music and dance approach to develop the skills needed for writing including, balance, coordination, flexibility and stamina.	X	Click here for more information
	Busy Box	EYFS KS1	A programme to develop the underlying skills needed to establish good fine motor control, starting with the whole arm, then the whole hand and finally establishing an effective pincer grip. The manual includes an assessment tool to find a starting point and suggested activities to work on each action.	X	Contact CLASS for more information
Mathematics / Numeracy	Dynamo Maths	6-11	Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths.	✓	Click here for more information
	The Trouble with Maths; and More Trouble with Maths - Dr Steve Chinn	All	Books with assessment tools to identify difficulties with maths and suggested activities to support these issues.	X	Click here for more information

	The Dyscalculia Toolkit by Ronit Bird	6-14	A book with over 200 activities and 50 games to support difficulties with maths and access to a companion website which features videos, editable pupil tracking sheets and over 70 pages of downloadable and printable teaching materials including activity sheets, game boards, teaching resources & summary tables.	Companion website	Book Click here for more information
	Numbershark	All KS	NumberShark V5 is a motivating computer program that uses 50 games to teach and reinforce numeracy and improve understanding and use of numbers. The wide variety of carefully designed games provide many ways in which to practise the same information.	✓	Click here for more information