North Tyneside Dyslexia Team

North Tyneside Council

North Tyneside Educational Psychology Service

North Tyneside Policy for Literacy Difficulties and Dyslexia

Contents

1. Purpose
2. Who is this Policy Document For?
3. Policy Statement
4. Definition
5. The Graduated Approach SEND Code of Practice 2014
6. Identification of Dyslexia / Literacy Difficulties in Developmental Phases
7. Supporting Pupils with Literacy Needs / Dyslexia
8. Effective Literacy Intervention
9. Response to Intervention
10. Pathways to Support in North Tyneside
11. Continuity of Support

Appendix 1: Pathways Flow Chart

Appendix 2: References

Appendix 3: Glossary

Appendix 4: Contributors

North Tyneside Policy for Literacy Difficulties and Dyslexia

1.0 Purpose

1.1 To set out the policy for the identification, assessment and inclusive teaching of children and young people with dyslexia / literacy difficulties at the word level (reading accuracy and spelling words). This policy document does not focus on the nature of or support required to address difficulties with higher order language, reading comprehension skills, visual issues or the writing process.

1.2 Clarify the definition of dyslexia used by North Tyneside local authority.

2.0 Who is this Policy Document For?

2.1 Teaching and advisory staff within educational settings

2.2 Parents and carers of children and young people attending North Tyneside schools

2.3 Children and young people in North Tyneside schools

2.4 Local authority professionals working in educational settings.

3.0 Policy Statement

3.1 North Tyneside is committed to responding swiftly and effectively to literacy difficulties through early identification and the provision of specialist support and advice. The aim of the local authority is to achieve this through working in collaboration with children and young people, parents/carers, school staff and other involved professionals.

3.2 North Tyneside's Inclusion Strategy supports the delivery of personalised services which help to prevent needs from escalating and which ensure that children, young people and families remain at the centre of the local authority's focus. Early intervention using appropriate programmes and strategies forms a key component of the local authority's approach.

3.3 All learning takes place in a social and emotional context. The importance of developing and preserving children/young people's motivation, self-confidence and enjoyment of literacy learning is a key element in securing their success.

3.4 The local authority promotes the development of inclusive 'dyslexia friendly' practice within schools to support the needs of pupils with literacy difficulties and to enhance the learning of all.

4.0 Definition

4.1 We recognise that The British Psychological Society, BPS (1999) and the Rose Report (2009) both offer definitions of children and young people's experiences of difficulties with literacy learning at the word level.

The British Psychological Society (1999) defines dyslexia as being evident when:

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

The Rose Report (2009) defines dyslexia as follows:

- Dyslexia occurs across the range of intellectual abilities.
- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

Further statements from the Rose Report relating to definition of dyslexia:

- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

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This definition was endorsed by an international group of experts in the field of reading disability/dyslexia at a symposium at Durham University in September 2015.

4.2 The Department for Education has adopted the definition of Dyslexia from the Rose Report. This definition is quoted by the Dyslexia-Specific Learning Difficulties Trust and can be viewed at www.the dyslexia-spldtrust.org.uk on their resources page in the parents' section. The Trust receives funding from the Department for Education to provide information for schools, parents, teachers and the wider sector.

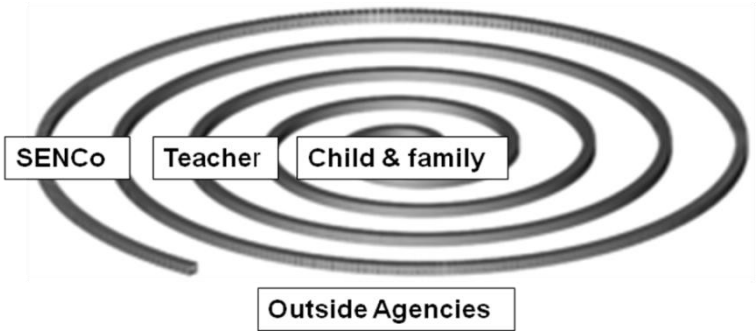
4.3 At the symposium held at Durham University in 2015, international experts clarified that while difficulties with verbal memory and verbal processing speed may be present, phonological awareness difficulties are a key characteristic feature of dyslexia.

4.4 It should be noted that although visual processing difficulties may have an impact on children and young people's literacy development, the Rose Report definition does not identify visual processing difficulties as being a feature of dyslexia.

4.5 Experts at the Durham Symposium agreed that a diagnosis of dyslexia is not necessary initially. It was also confirmed that dyslexia occurs on a continuum and that demarcation is unclear. The pupil's response to well-founded literacy based intervention should be taken into account when considering the use of this term.

4.6 It is recognised that dyslexia occurs across the intellectual spectrum (Snowling, 2013). The IQ 'discrepancy model' of dyslexia is no longer advocated by researchers or dyslexia interest groups (Elliott, J.G. & Grigorenko, E.L. 2014). Individuals across the range of intellectual ability can experience difficulties with the literacy skills of reading accuracy and spelling.

5.0 The Graduated Approach SEND Code of Practice 2014



5.1 The above diagram can be used to represent the Graduated Approach described in the 2014 Special Educational Needs and Disability (SEND) Code of Practice. As shown in this diagram, pupils' needs are identified and addressed in the first instance from within school.

Special Educational Needs and Disability (SEND) Code of Practice (2014)

"Assessment of needs starts with a 'whole school' approach that can quickly identify where a child is not making adequate progress, despite high quality teaching."

"Class and subject teachers need to be at the heart of this approach."

5.2 If there is concern about progress, modifications and adjustments are put in place by the school, with the child and their family at the heart of this process. The class or subject teacher raises concerns and involves the Special Educational Needs Coordinator (SENCo), additional assessment is carried out and school acts to provide focused provision with clear planning and targets. Following review, the involvement of outside agencies can be considered if there are still concerns about progress.

5.3 This Graduated Approach focuses on early identification and intervention and also guides pupils with the greatest needs towards specialist help.

5.4 Parental permission must be sought prior to any referral to an outside agency. Agencies are available to provide informal advice and guidance to all schools without the need for a referral.

6.0 Identification of dyslexia

6.1 Signs of literacy difficulties / dyslexia across developmental phases

The following table summarises the difficulties experienced by those with dyslexia commonly observed during childhood, adolescence and adulthood. The table shows early signs which can be observed during the Early Years Foundation Stage at a pre-literacy level. It also highlights how issues for children with these difficulties can change as they grow older. It should be noted that some difficulties such as poor phoneme awareness or problems with copying can continue through the developmental phases and into adulthood.

Phase	Signs
Pre-school/ Foundation Stage	Delayed or problematic speech Poor expressive language Poor rhyming skills Little interest/difficulty learning letters
Key Stage One	Poor letter-sound knowledge Poor phoneme awareness Poor word attack skills Idiosyncratic spelling Problems copying
Key Stage Two	Slow reading Poor decoding skills when faced with new words Phonetic or non-phonetic spelling
Key Stage Three to Adulthood	Poor reading fluency Continued problems with spelling Slow writing speed Poor organisation and expression in work

Adapted from Snowling 2008

6.2 Identification of literacy difficulties and/or dyslexia in North Tyneside

6.2.1 North Tyneside recognises the links between speech, language and early literacy development. Early identification of a pupil's needs may involve gathering evidence about speech and language development as well as literacy skills. North Tyneside promotes the development of speech, early language and pre literacy skills through links between Early Years Foundation Stage Settings and other agencies. These include the Speech and Language Therapy Service, the Language and Communication Team, the Early Years and School Improvement Service and the Educational Psychology Service.

6.2.2 For all children and young people across the age range, the focus of services within North Tyneside will be to identify issues which may be contributing to a pupil's difficulties with reading accuracy and spelling and to provide recommendations to address these issues. In line with the guidance from experts, the priority will be to provide recommendations for appropriate, structured intervention rather than diagnosis in the first instance. Guidance will also be given to schools regarding ways to adapt classroom practice using an inclusive approach to enable pupils to access teaching more successfully.

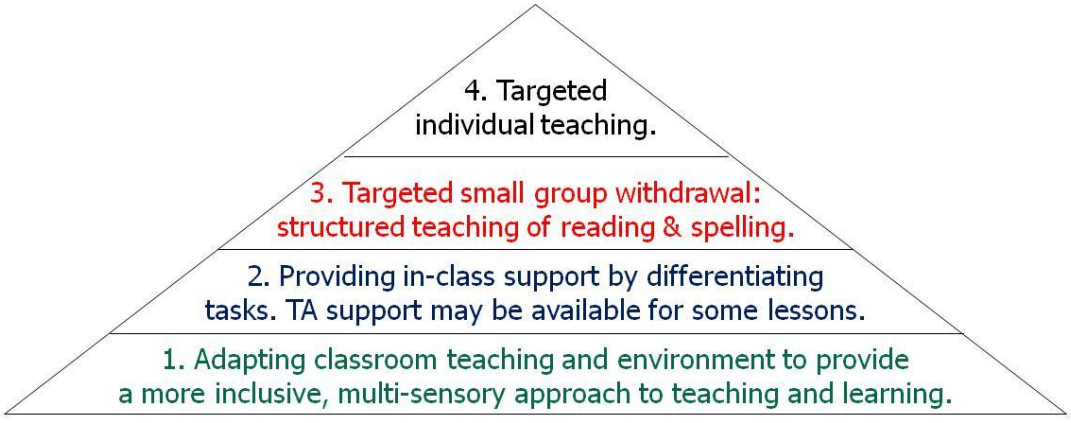
6.2.3 Pupils who have received long term, appropriate, intensive support may have specific difficulties with reading accuracy and spelling which are severe and persistent. The involvement of the Educational Psychology Service may then be required in order to provide further information which may result in a diagnosis of dyslexia. The pupil's response to well-founded intervention which incorporates rigorous, structured teaching in the skills of phonological awareness, phonic skills, reading and spelling will be taken into consideration when decisions are made regarding a possible diagnosis or description of a pupil's difficulties.

7.0 Supporting Pupils with Literacy Needs / Dyslexia

7.1 Pupils have provided their views about how it feels to have literacy difficulties/dyslexia. They told us about the pressures they can feel under in schools when they are required to read and write in lessons, although they are aware that they have skills in other areas. Some pupils spoke about issues which they have with forgetting words or working within time constraints. Pupils expressed appreciation of the targeted intervention for phonics, reading and spelling which they have received and told us that this is what has helped them the most.

Stages of Intervention

7.2 This diagram represents different stages of intervention in terms of reading accuracy and spelling development. This reflects the guidance in the Rose Report (2009) and the graduated approach in the Code of Practice (2014). The stages are inter-linked and some pupils may be accessing support at all levels.



Stage 1 – In addition to high quality classroom teaching, some pupils will need adaptations of the classroom environment and teaching approach to include a more multi-sensory delivery. When pupils are being taught to read, this should comprise high quality, systematic phonic work as part of a broad and rich curriculum. This should involve a range of activities and experiences to develop pupils' speaking and listening skills and phonological awareness as appropriate.

Stage 2 – Some pupils require additional support to achieve well in class. This can be provided through differentiation of tasks to make the curriculum more accessible. Support available may include guidance or individual intermittent instruction from a teaching assistant (TA) to aid their application of literacy skills. This could involve supporting the pupil in applying literacy skills and targeted strategies across the curriculum. Schools in different phases may have variable access to support from teaching assistants.

Stage 3 – Some pupils will need structured small group and individual intervention programmes delivered by a member of the school's support team which are targeted to address pupils' phonological awareness, phonics, reading accuracy and spelling difficulties.

Stage 4 – Individualised support is needed to develop targeted phonological awareness, phonics, reading accuracy and spelling skills. This provision is for those pupils who have accessed the previous 3 stages of support and who require a programme that is tailored to address their specific, often severe, literacy difficulties. The Dyslexia Team may have time limited formal involvement with some of these pupils.

8.0 Effective Literacy Intervention

8.1 Effective literacy intervention takes account of the child/young person's interests and strengths in order to address areas of need. Specific, measurable, achievable, relevant and time-bound (SMART) targets and next steps for learning are identified from an analysis of the pupil's work, through regular assessment for learning and in discussion with the child/young person and their parent/carer.

8.2 Children and young people experiencing difficulties with literacy learning at the word level require a more individualised, structured, explicit and systematic approach to reading and spelling than those who are developing skills easily.

8.3 From their review of early literacy interventions (up to age 9), Scammacca et al. (2007, quoted in the Rose Report 2009) found that the most effective intervention studies incorporated the following:

- **early identification of children in need of intervention**
- **training in phonological awareness, decoding and word study**
- guided and independent reading of progressively more difficult texts
- writing exercises
- engaging students in practising comprehension strategies while reading texts
- daily or near-daily frequency of intervention sessions
- 1:1 or small group tuition.

8.4 The key elements of effective literacy interventions for Secondary based students proposed by Vaughn & Roberts (2007, quoted in Rose 2009) are:

- **Phonological Awareness**
- **Phonics Instruction**
- Spelling & Writing Instruction
- Fluency Instruction
- Vocabulary Instruction
- Comprehension Instruction

8.5 Research shows that structured phonic based teaching is the most effective approach for supporting pupils with persistent specific difficulties with reading accuracy and spelling (Elliott, J.G. & Grigorenko, E.L. 2014). In both of the above reviews of literacy interventions, the first two points (highlighted in bold) are essential for addressing the needs of pupils with phonological awareness, reading accuracy and spelling difficulties. It is important to make the links between phonological awareness and phonics instruction.

8.6 To date, scientific studies have not supported the idea that individuals with significant difficulties with reading accuracy and spelling can be taught these skills by the use of, physical exercises/perceptual-motor training, coloured overlays, vision therapies, auditory training programmes, fatty acid supplements (e.g. fish oils) or biofeedback (Elliott, J.G. & Grigorenko, E.L. 2014). Some individuals who experience visual stress report that for them, reading text with the support of a coloured overlay appears to make reading more comfortable. It should be noted that visual stress is thought to be a separate issue from dyslexia.

9.0 Response to Intervention (RTI)

9.1 Schools should follow the 'assess, plan, do, review' cycle, described in the Code of Practice (2014). Schools need to continuously evaluate progress made in order to inform the planning of ongoing support. The following key questions can helpfully assist schools through the assessment and review process:

- What evidence is there that the pupil's accurate and fluent word reading and/or spelling has developed either very incompletely or with great difficulty?
- Has appropriate structured literacy intervention been provided and evaluated by school?
- Has the intervention been delivered regularly and consistently?
- Has the intervention been delivered by an adult who has received training / support to facilitate effective delivery of the intervention programme?
- Have difficulties persisted despite the delivery of an appropriate structured, literacy based intervention?
- Is the pupil experiencing underlying phonological awareness difficulties which may be contributing to their literacy problems?
- Can the pupil link letters and sounds to decode and encode accurately at an expected level?
- Can the lack of progress be accounted for by other factors, i.e. emotional, behavioural or social issues, erratic attendance or other identifiable special needs that have prevented effective access to appropriate teaching and learning opportunities?
- Do observations and the pupil's assessment profile indicate that other agencies should be consulted at this stage?

10.0 Pathways to Support in North Tyneside

(Please refer to Pathways for Mainstream Pupils diagram in Appendix 1)

10.1 It should be noted that specialist services will not need to be involved with all pupils experiencing difficulties with literacy learning. All agencies are committed to working collaboratively to help schools to address children's literacy needs. The list of agencies below is not exhaustive. Other agencies including Sensory Support, Occupational Therapy Service, Silverdale Outreach Team, Ethnic Minorities, Travellers' Achievement Service (EMTAS) and Child and Adolescent Mental Health Service (CAMHS) may have involvement with pupils who have difficulties with literacy learning.

10.2 The Dyslexia Team

10.2.1 The Dyslexia Team's remit is preventative, to instigate early identification and intervention in mainstream schools. The aim is, where possible, to prevent needs from escalating using an intensive approach at pre Education Health and Care Plan (EHC plan) level. The Dyslexia Team follows research and guidance from experts in the field and has an educational role within North Tyneside. The team's priority is to identify underlying difficulties affecting reading accuracy and spelling and to devise programmes to address pupils' specific phonological awareness and literacy difficulties. The team also writes and produces a variety of informal assessment and teaching materials targeted to support pupils with persistent literacy difficulties. These materials can be accessed by all schools.

10.2.2 If school information indicates that a pupil at pre Education Health and Care (EHC) Plan level in mainstream education may have a significant primary difficulty with reading accuracy and spelling, assessment from the Dyslexia Team may be appropriate. Referrals to the Dyslexia Team can be made for pupils with significant, persistent difficulties of this nature from the age of 6 years 6 months; provided that appropriate school based literacy intervention has taken place. Following assessment, the pupil would be provided with recommendations and resources for an individualised programme to support phonological awareness, phonics, reading accuracy and spelling skills as appropriate. If significant difficulties persist following the recommended intervention, support from the Dyslexia Team may include time limited, once weekly teaching sessions for some pupils who have primary difficulties with reading accuracy and spelling.

10.2.3 The Dyslexia Team provides training to support school staff in addressing the needs of pupils with dyslexia and literacy difficulties. This can be accessed through a range of options which may include whole school twilight training or access to the team's training workshops on a variety of themes. Specialist teachers from the team can also model delivery of teaching intervention programmes or the use of informal assessment materials.

10.2.4 The Dyslexia Team has written an 'Inclusive Dyslexia Friendly School Award' to support schools with developing inclusive practice. Currently, mainstream first/primary and middle schools can apply to work towards this award in partnership with the Dyslexia Team, provided that they meet the entry criteria. The Dyslexia Team can provide guidance to all schools regarding inclusive, dyslexia friendly practice to enhance literacy learning for all pupils.

10.3 The Educational Psychology Service

10.3.1 The Educational Psychology Service offers a holistic assessment of children and young people's needs at individual, group and systemic level. Therefore, the Educational Psychology Service can offer advice across all stages in the Pathways to Support via the Service Level Agreement (SLA) for the EP Service. The EP Service SLA is available to view on the North Tyneside Council website, www.northtyneside.gov.uk

10.3.2 The North Tyneside Educational Psychology Service (EPS) can offer schools consultative advice, assessment and training in connection with supporting children/young people who experience literacy difficulties/dyslexia, via their Service Level Agreement (SLA). The EP Service may be the most appropriate agency for involvement with pupils where literacy difficulties/dyslexia are experienced in the context of complex issues and/or other SEND.

10.3.3 Educational Psychologists can carry out assessments of a child or young person's literacy skills and identify gaps in their development. The initial starting point in any assessment process, however, would be to consult with school staff, parents/carers and the child or young person to understand the personal nature of the difficulties experienced and how these impact on the individual's life both in school/college and beyond. Educational Psychologists will consider how environmental factors have impacted upon, and are currently impacting upon, the child's development; literacy skills will typically be considered alongside other aspects of the child's / young person's functioning.

10.3.4 North Tyneside Educational Psychologists follow the research and advice published by experts in the field (as detailed in this document) and as such their priority is to understand the child's holistic experience and provide recommendations for appropriate, structured intervention, rather than diagnosis in the first instance. Although diagnosis of dyslexia is not the aim of EP involvement, consideration may be given as to whether the nature of a child or young person's difficulties meet the BPS and/or Rose Report definitions of dyslexia, where severe difficulties continue to persist despite access to appropriate, staged and structured intervention.

10.3.5 Educational Psychologists can support with the design of individualised literacy interventions; provide advice in relation to published evidence-based programmes for intervention (Greg Brooks, DfE 2016); offer guidance on differentiation and how to provide an inclusive learning environment.

10.4 The Early Years and School Improvement Service

10.4.1 The Early Years team (including school and childcare advisers) offer bespoke advice and guidance to schools and settings regarding early language and literacy. This may be requested through the service level agreement or as central training. Many schools now have provision for 2 year olds and language development is a core part of their provision.

Training is offered in the development of early phonics, with a particular focus on phase 1. Talk for Writing training is available for schools and settings and a network group is developing early story-telling, the sharing of stories and high quality writing (stories and non-fiction)

Training is regularly offered for BLAST (Boosting Language Auditory Skills and Talking). BLAST 1 supports listening, speech sound discrimination, turn taking, story skills and basic language structures. BLAST 2 boosts vocabulary acquisition, access and retention and the underpinning skills for phonics.(phonological awareness and semantic links)

EY leaders' network meetings, cluster meetings and childcare network meetings all support language and literacy development and termly moderation sessions ensure that assessment judgements are accurate.

10.4.2 The Primary Team provides bespoke advice & training to support Literacy teachers with a wide range of areas through schools' Service Level Agreement (SLA). This includes developing handwriting, spelling, guided reading, assessing reading & writing effectively, differentiation, Special Educational Need (SEN) support options, grammar teaching & using Talk4Writing. Training is offered for Literacy Leaders, for teachers in each year group, for teaching assistants, in Year 1 & 2 half termly networks and Talk4Writing networks. Statutory Key Stage 1 & 2 moderation & in- school moderation support is delivered. For courses details see www.ntcpd.org.uk.

The Primary Team provides accredited training for the following research-based literacy interventions: Reading Recovery, Boosting Reading @ Primary, Inference Training, Every Child Counts (ECC), 1st class@writing Pirate Crew Year 3 & Dragon Hunters Year 4. Interventions such as Boosting Reading @ Secondary and Inference Training are available to secondary schools.

Training for the following accredited ECC Maths interventions is also offered by the Primary Team: 1st class@number Year 1 & Year 2, Talk4Number Year 3/4, Success@arithmetic-number sense (Year 3-5) & Success@arithmetic-calculation (Year 5-8).

10.4.3 The Secondary Team's support for English includes the following: a focus on improving teaching approaches and quality of the English curriculum to ensure maximum impact on literacy development of students. Secondary school improvement officers also regularly up-date schools on quality fiction texts to share and read aloud with classes as a basis for inference development and modelling of effective construction of writing.

10.5 The Language and Communication Team

10.5.1 The Language and Communication Team may have involvement with pupils who have language and communication needs, which impact on their progress in literacy. The team may complete language assessments and provide advice and support to school staff to enable them to have improved understanding of the nature of a pupil's language needs and to understand the implications of these within school. Recommendations, and on some occasions, targeted interventions will be provided and may, if relevant, include advice, resources and strategies relating to the pupil's access to literacy across the curriculum.

10.5.2 The Language and Communication Team may have involvement, alongside Speech and Language Therapy colleagues, in providing advice to enable school staff to more effectively consider the child's developmental speech needs alongside the demands and expectations of the phonics curriculum.

10.6 Northumbria Healthcare Speech & Language Therapy Service

10.6.1 Speech and Language Therapy has an open referral system for children and young people aged 0 – 19 years. Children and young people with identified Speech, Language and Communication Needs (SLCNs) may be known to the service from early years and are supported both at home and school. They may experience difficulties not only with spoken language but also with literacy in their school years. The Speech and Language Therapy Service offers support primarily in school for those children who have SLCNs with associated difficulties in speech sound processing. This ability to manipulate syllables and sounds in words is a cornerstone in vocabulary, speech sound and early literacy development. As such, the Speech and Language Therapy Service works in partnership with colleagues in schools and the Language and Communication Team in supporting children and young people's SLCNs. The Service may advise schools on referral to the Educational Psychology Service and/or the Dyslexia Team where associated literacy difficulties persist.

10.7 Special Schools and Additionally Resourced Provisions (ARPs)

10.7.1 Pupils attending special schools and ARPs have complex SEND and may need access to advice from the Educational Psychology Service alongside the appropriate specialist service(s) for their primary area(s) of need. If requested, the Dyslexia Team is available to work collaboratively with school staff and other teams to provide informal advice. The Dyslexia Team also provides consultation and advice surgeries for school staff in special schools and ARPs. At these surgeries, queries can be raised about strategies and resources to address pupils' needs in the areas of phonological awareness, phonics, reading accuracy and spelling.

11.0 Continuity of Support

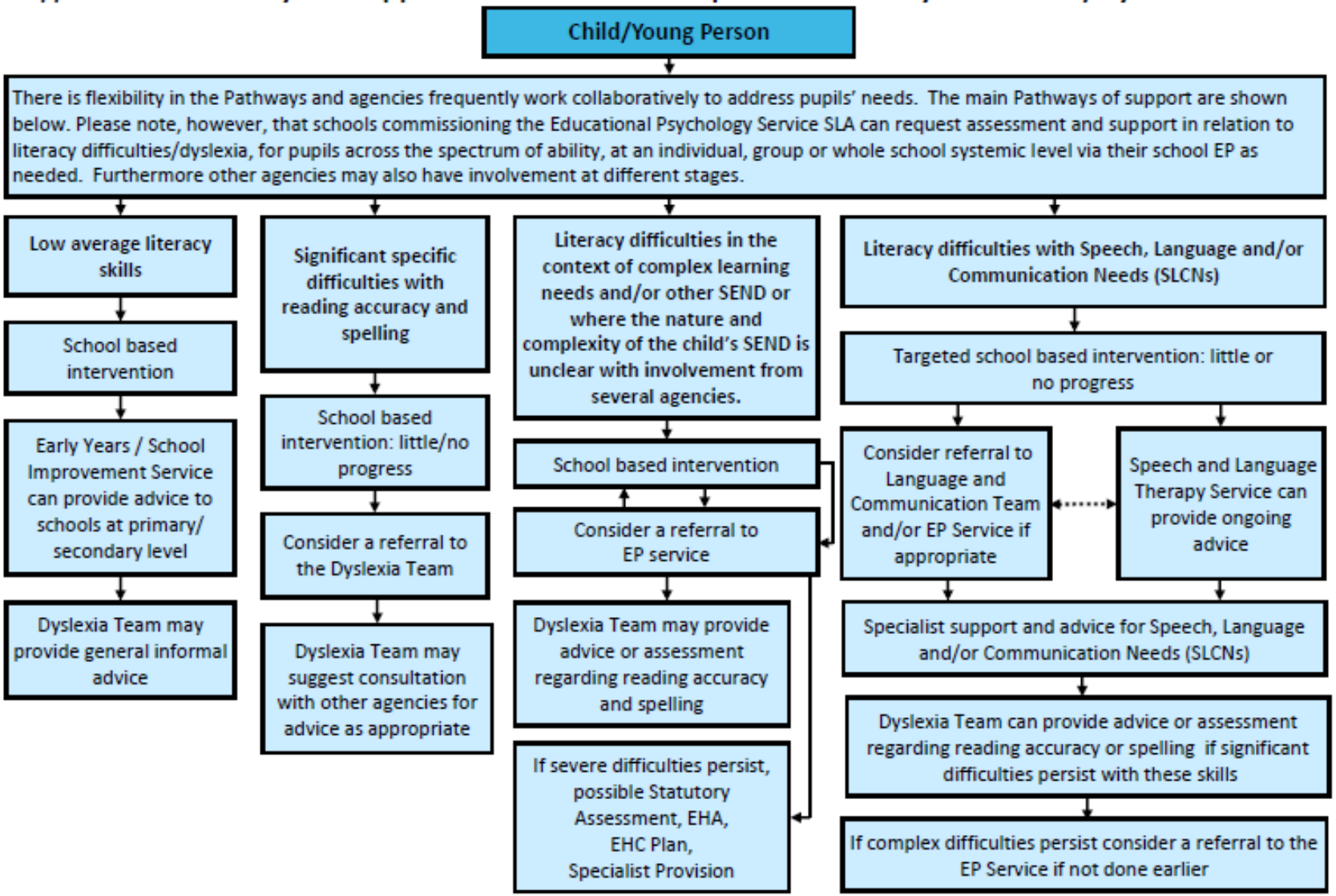
11.1 Schools have the primary role in providing support and monitoring pupils' response to literacy intervention. This may include coordinating involvement with outside agencies.

11.2 As part of a school's approach to supporting a child / young person experiencing difficulties with literacy learning, they may, in consultation with parents / carers facilitate either or both of the following:

- an Early Help Assessment (EHA) to ensure a holistic approach is taken to understanding the child / young person and their family.
- a North Tyneside Special Educational Needs (SEN) Support Plan, which will include details of Specific, Measurable, Achievable, Realistic and Time bound (SMART) targets, how the child / young person will be supported to meet these targets and clear evaluation of the impact of this support / intervention.

11.3 Some pupils with complex needs who have ongoing involvement with several outside agencies may need an Education Health and Care Plan (EHCP). These pupils have a persistent need that requires the Local Authority to commission something over and above that which the school can provide from within their local offer. An EHCP is co-produced with the child/young person, their family and relevant agencies involved with the child's Education, Health and Care. An EHCP is reviewed annually to ensure it is effectively meeting the individual's needs and moving them towards their desired outcomes.

Appendix 1 Pathways to Support for Mainstream Pupils with Literacy Difficulties/Dyslexia



It should be noted that specialist services will not need to be involved with all pupils who have difficulties with literacy learning.
This list of agencies is not exhaustive. Other agencies such as the Sensory Service, Occupational Therapy Service, Silverdale Outreach Team, EMTAS and CAMHS may have involvement with pupils. School staff in special schools may need access to advice from a range of services. This may be on a formal or informal basis, depending on the remit of the team.

Appendix 2

References

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Durham Symposium: September 2015
Seventeen of the world's leading experts in the field of reading disability/dyslexia attended a symposium at Durham University in September 2015 to try to reach a consensus and provide a position statement on the use and value of the term dyslexia. They are as follows:

- Dorothy Bishop, Professor of Developmental Neuropsychology, Oxford University, UK.
- Julian (Joe) Elliott, Principal of Collingwood College and Professor of Educational Psychology, Durham University, UK.
- Jack Fletcher, Departmental Chair and Distinguished Professor of Psychology, University of Houston, US.
- Elena Grigorenko, Professor of Epidemiology, and of Psychology, Child Study Center, Yale University, US.
- Jan Keenan, Professor of Psychology and Director of the Reading and Language Lab, Department of Psychology, University of Denver, US.

References (contd)

- Karin Landerl, Professor of Developmental Psychology, University of Graz, Austria.
- Heikke Lyytinen, UNESCO Chair on Inclusive Literacy for All, Department of Psychology, University of Jyvaskyla, Finland.
- Peggy McCardle, President of Peggy McCardle Consulting; formerly Chief of the Child Development and Behaviour Branch of the National Institute for Child Health and Human Development, US.
- Brett Miller, Director of the Reading, Writing, and Related Disabilities Program, National Institute for Child Health and Human Development, US.
- Richard Olson, Professor of Psychology, University of Colorado, US.
- Ken Pugh, President and Director of Research, Haskins Laboratories, and Professor of Psychology, University of Connecticut, US.
- Gerd Schulte-Koerne, Chair of Child and Adolescent Psychiatry and Psychotherapy, Director of the Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University of Munich, Germany
- Maggie Snowling, President of St. John's College and Professor of Psychology, Oxford University, UK.
- William Tunmer, Distinguished Professor of Educational Psychology, Massey University, New Zealand
- Aryan van der Leij, Professor, Research Institute for Child Development and Education, University of Amsterdam, Netherlands.
- Richard Wagner, Distinguished Professor of Psychology and Associate Director of the Florida Center for Reading Research, Florida State University, US.
- Linda S. Siegel, Professor Emeritus in the Department of Educational and Counselling Psychology, and Special Education, University of British Columbia, Vancouver, Canada.

Appendix 3

Glossary

Continuum: a range of things which are slightly different from each other. An example of a continuum is a range of temperatures from freezing to boiling.

Expressive language: putting thoughts into spoken words and sentences, in a way that makes sense and is grammatically accurate.

Idiosyncratic: distinctive or unusual.

Intervention: additional support in school which may involve withdrawal from lessons.

IQ discrepancy model: a significant difference between the individual's cognitive ability as measured using tests of intelligence and their academic attainment (e.g. in reading accuracy and spelling).

Non-phonetic spelling: spelling words in the way that they are thought to look rather than the sounds heard within them, e.g. *paly* (play).

Phonetic spelling: spelling words as they sound, e.g. *sed* (said).

Phonics: a method of teaching pupils to read and pronounce words by learning to associate letters or letter groups with the sounds they represent, e.g. c a t = cat.

Phonological awareness: the ability to identify, discriminate and manipulate sounds in words. This makes it possible to recognise and make rhymes, split words into syllables, blend sounds to read and identify individual sounds in words to spell.

Verbal memory: the ability to recall information which has been given verbally with no visual support.

Verbal processing speed: how fast information can be recalled or named. This can affect speed of thought, speech or reading**.**

Visual processing: the brain's ability to make sense of information taken in through the eyes. This differs from problems involving sight and sharpness of vision.

Appendix 4

Contributors to this Policy Document

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Victoria Harper, Educational Psychologist and Educational Psychology Service colleagues

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Gill Kemp, Team Leader, Primary Team: Early Years and School Improvement Service

Maddy Kennedy, School Improvement Officer for Early Years: Early Years and School Improvement Service

Lisa Rodgers, School Improvement Officer for English, Secondary Team: Early Years and School Improvement Service

Comments and/or contributions have also been received from the following:

Angela James, Assistant Director, Education, Learning and Skills

John Thompson, Senior Manager, Special Educational Needs and Disability

Moira Banks, School Improvement Officer, Inclusion, Early Years and School Improvement Service

Sencos, teachers and teaching assistants from North Tyneside schools

Parents/carers of pupils with literacy difficulties and SEND in North Tyneside schools

Pupils and students with literacy difficulties in North Tyneside schools