

What if the problem persists?

If problems with reading, writing and spelling persist over time, despite provision of a suitably structured teaching programme, regular school attendance and encouragement from home, then it will be necessary for the school to seek expert advice from suitably qualified and experienced professionals.

You will be advised of this plan and will need to give your consent.

The role of outside professionals

Outside professional help is available from the Learning Support Service (STS), and Leicestershire Educational Psychology Service. This is to assist with a review of educational provision since a diagnosis of Dyslexia requires evidence the child has been provided with appropriate learning opportunities. This a professional judgement to be made by the external and additionally qualified professional.

When schools seek help there may be a need for the specialist to undertake individual work with your child. However, this may not be necessary. The professional will work with school staff to devise fresh strategies to help your son or daughter make better progress.

So far as possible, additional teaching will take place in the normal classroom, with withdrawal time for specific skill practices only.

Summary

Most young people with a diagnosis of Dyslexia will have their special educational needs comprehensively addressed in their local school.

However, if all agree your child is experiencing a persistent and severe difficulty in acquiring reading, writing and/or spelling skills and more intensive support is required then the school can request 'Top Up' funding.

Information about your child's learning 'differences', details of his or her progress so far plus information about the additional provision that has been made will enable the Local Authority to make a decision on additional funding. In the meantime, support will continue to be provided in school as set out in your child's individual SEND Plan.

It is only in exceptional circumstances that a request for a statutory assessment on grounds of complex Dyslexia will be necessary. A statutory assessment is for children who have complex health, education and social care needs.

leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

Leicestershire Educational Psychology Service
Children and Family Services
Leicestershire County Council
Telephone: 0116 305 5100

Dyslexia

A brief guide for
parents and carers



What is Dyslexia?

Dyslexia is defined by the British Psychological Society, 1999, as:

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

Most young people learn to read, write and spell between the ages of 5 and 9 years. A few, however, despite attending school regularly, receiving good teaching and working hard nevertheless make a slower than hoped for start and struggle to 'get going' with literacy.

Fortunately only a very small number of young people are severely affected by dyslexia. For the majority of children, regular help in school, reasonable adjustments in the classroom and continuing encouragement from home, will address the reading delay even though problems may persist with spelling.

What can parents/carers do?

If your child has difficulty learning to read and spell, the first person to speak to is the class teacher. It is best to make an appointment beforehand.

Schools keep careful records of the progress of all children and your child's teacher will want to know of your concerns. Early identification of any concerns is important – the sooner purposeful action is taken the more responsive the child is likely to be to additional support.

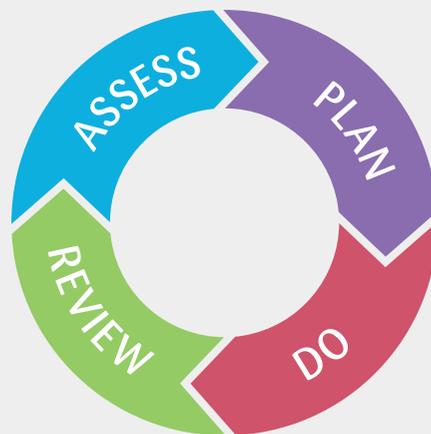
When a young person makes a slow start with reading and spelling the school will monitor progress over time and make adjustments to the way your child is taught.

'Reasonable adjustments' known to benefit young people with literacy delays may include support within class, as well as some targeted individual and/or small group help every day.

The school's own systems for assessing and monitoring the progress of learners will make it clear whether or not your child is making satisfactory progress. Your views and those of your child will be taken into account.

These 'within school' assessments are part of the Assess, Plan, Do and Review cycle:

This process will make it clearer which educational arrangements support learning and any changes that need to be made.



What if the problem continues?

If your child does not make progress, despite receiving good quality teaching, then it is likely that you will agree with school that more help is needed.

Such help can be provided from existing school resources and a SEND Support Plan may be drawn up, in discussion with you.

SEND Support Plan – a graduated response

At this stage the school's Special Needs Co-ordinator (SENCo) will take the lead in making further assessments to be clear about your child's particular strengths and weaknesses.

Standardised test scores, derived from individually administered tests, will provide evidence of your child's rate of progress in learning to read and spell over time.

Emotional issues will also need to be considered since some children experience frustration and a loss of self-esteem if they have difficulty learning to read and spell well.

These feelings may come out as behaviour problems in school or a loss of confidence in learning abilities.

Your child's teacher will discuss the revised special educational arrangements as well as the reasonable adjustments required in class for your child.

A copy of the SEND Support Plan will be provided and include information about your child's progress so far and three or four new learning targets, based on the 'Assess, Plan, Do, Review' process. A date for a follow up review will also be set.

