



London Borough
of Hounslow

Supporting
children and
young people with
dyslexia and
literacy difficulties
in Hounslow
Schools

**ONE
HOUNSLOW**

Introduction

Specific Learning Difficulty (SpLD) is an umbrella term which includes a range of learning difficulties such as dyslexia, dyspraxia (developmental co-ordination disorder) and developmental language disorder. This document focuses upon the specific learning difficulty of dyslexia. It does not address the full range of specific learning difficulties.

Importantly, whilst we recognise the struggles that many pupils with literacy difficulties can experience, at the outset we also want to acknowledge the many strengths and insights they bring to the classroom and to celebrate neurodiversity in our schools.

Purpose of this document

This document sets out how we define dyslexia and how pupils with literacy difficulties and dyslexia are supported in Hounslow schools.

Why we need a definition

There continue to be debates and conflicting views within the field of dyslexia, including about its causes, and there are many different definitions, which is why the question “does this person have dyslexia?” is sometimes difficult to answer and why there is no one agreed way of assessing for it. It is therefore important that we are clear about the definition we use in Hounslow, in order to establish a shared understanding between professionals and parents and ensure access to appropriate support for young people. Where the term dyslexia is used, it is based on the young person’s presenting needs, that is, it describes their difficulties but does not explain them.

The needs of most children and young people with literacy difficulties can be met through normal curriculum provision using a graduated approach, as outlined below. ‘Dyslexia’ is not a medical diagnosis and the lack of such a diagnosis should never be a barrier to an individual child being fully supported at school. Where formal assessment is undertaken, its primary purpose will be to understand the pupil’s profile of need and to inform appropriate classroom interventions, rather than to agree a label which, of itself, will not automatically warrant additional resources.

The definition we use is from the report on Dyslexia by Sir Jim Rose, presented in 2009 to the Secretary of State for Education, which is also the definition adopted by the British Dyslexia Association. The Rose report contained advice and support to British schools on identifying and teaching children and young people with literacy difficulties and offered the following definition: ***‘Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling’***.

The following features are characteristic of dyslexia:

- Difficulties in phonological awareness. For example, a child may struggle to identify rhyming words like 'cat, hat, and sat'.
- Poor verbal memory. For example, a child may find it difficult to follow spoken instructions to do more than one thing.
- Verbal processing speed. For example, a child may find it difficult to find the words quickly to explain what they mean.

Dyslexia is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Therefore intervention and support should be carefully targeted, relative to each pupil's profile of need.

Dyslexia is essentially a difficulty with word level literacy skills, however it may co-occur with other difficulties. Difficulties often co-occurring with dyslexia are in:

- language development
- motor co-ordination
- mental calculation
- concentration
- personal organisation

However, these difficulties are not in themselves markers of dyslexia, and when assessing pupils it is important to look across the whole range of their strengths and needs in order to tailor provision which addresses their specific learning profile.

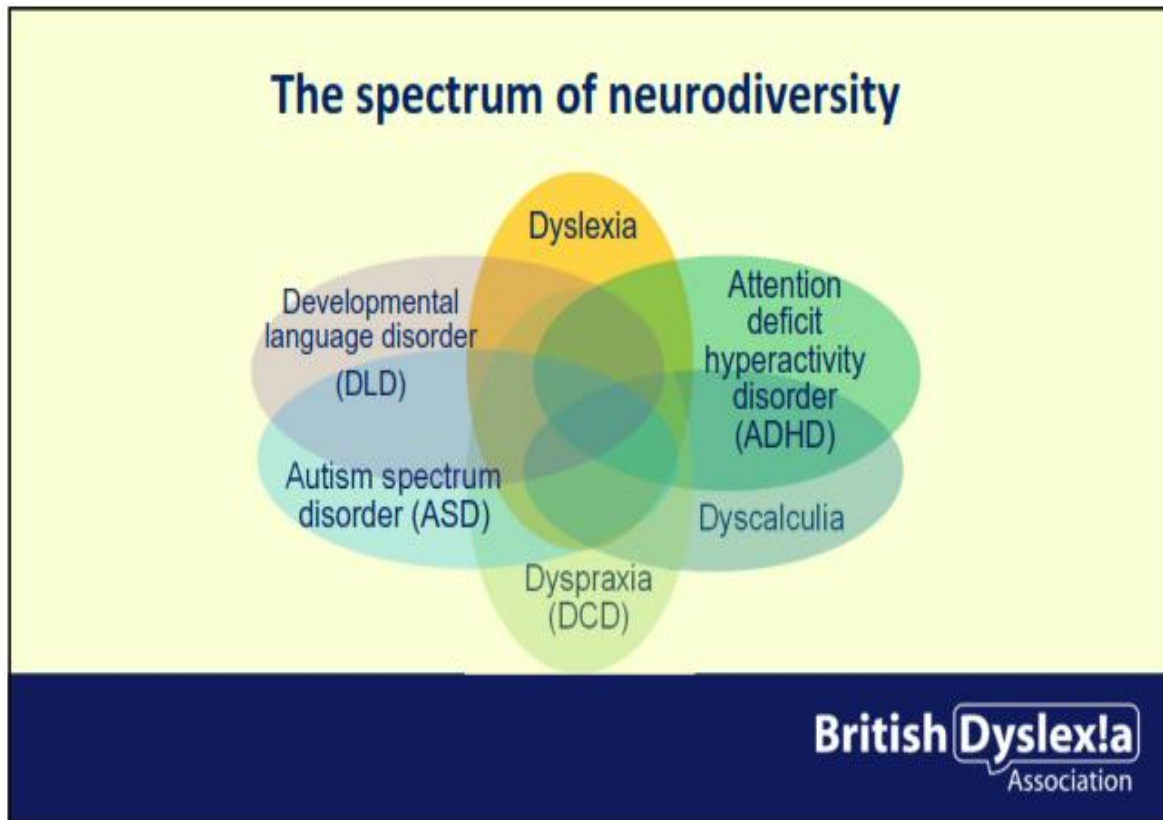
For some pupils with additional needs, literacy difficulties can be overlooked. For example, whilst developmental coordination disorder and dyscalculia are recognised separate specific learning difficulties they can co-occur with dyslexia. Similarly, a large proportion of pupils with Attention Deficit Hyperactivity Disorder (ADHD) have dyslexic difficulties and they are also common in pupils with Autism. For all of these students, it is important that the existence of other conditions or needs does not preclude assessment for dyslexia (as well as vice versa).

Research confirms that dyslexia can occur across the range of intellectual abilities.

Therefore identifying it does not rely on an assessed 'discrepancy' between a child's ability in one area and attainments in others; for this reason, referring to dyslexia as a 'specific' learning difficulty is perhaps confusing. At the same time, recognising and utilising children's and young people's strengths is important in order to increase their success and engagement with learning.

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds to, or has responded to, well targeted classroom intervention over time.

Dyslexia can have a detrimental impact on the development of a child's self-esteem and confidence as a learner and social, emotional, and mental health difficulties may arise as a consequence of their experiences of struggling with literacy. Similarly, social, emotional and behavioural difficulties can create a significant barrier to young people's literacy development and overcoming these barriers is essential to improving their attainment as well as securing their social and emotional wellbeing.



With thanks to the British Dyslexia Association

What the research shows about how children learn to read and spell

1. Reading and spelling are complex skills that do not develop 'naturally'. They need to be taught
2. Almost all children and young people can learn to read and spell
3. Parents and carers play a vital role in helping their child to learn to read and spell
4. Talking and reading with children from a very young age supports their literacy Development
5. Children and young people require access to effective literacy teaching and support, tailored to their needs
6. If a child does not make progress, then teaching needs to be modified.

Assessing children with EAL and children from ethnic and cultural minorities

Particular care needs to be taken when assessing bi-lingual children, those with English as an additional language (EAL) and children from ethnic and cultural minorities, including travellers and refugees. Wherever possible, pupils will be assessed in their first language.

The Equality Act (2010) dictates that schools provide equal opportunities for all pupils. Professionals need to be vigilant to ensure that their practice is not discriminatory. All teachers and non-teaching staff need to be aware of the linguistic and cultural bias of resources such as books and standardised tests and should be alert to the risk of identifying a literacy difficulty where none is present, or failing to identify a learning difficulty through an assumption that the issue is purely EAL. Research evidence suggests that the response to pupils with English as an additional language who have poor phonological skills should not differ from their monolingual counterparts. However, the interpretation of data for individual pupils needs to take full account of the learning opportunities available to them.

What should all settings be doing?

Supporting literacy development across learning is the responsibility of all teachers/tutors, and this is clearly reflected in The SEN Code of Practice 2015: teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff (6.36). Across all phases of education, a whole school approach to supporting pupils with literacy difficulties is key. High quality support for dyslexia and literacy difficulties stems from high quality teaching. The four key elements of good practice, identified in the Rose Report and OFSTED (2010) are:

- A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils
- Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these
- Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers
- Access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

Settings are also encouraged to:

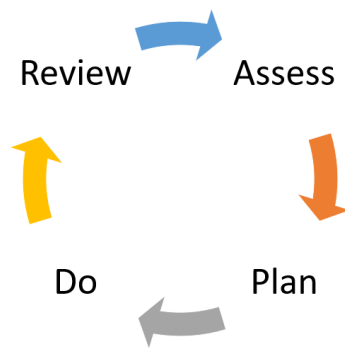
- Complete dyslexia awareness training
- To regularly review their training in order to keep up to date with national developments.

Learners with dyslexic difficulties will benefit from specific teaching strategies. In particular learners with dyslexia are likely to benefit from planning that gives careful consideration to:

1. Pre-teaching
2. Access to text (for example, desk-based resources) and support for reading
3. Resources available to support writing activities and alternative methods of recording
4. Resources available to support spelling and strategies taught to reinforce spelling recall
5. Developing memory and organisational skills
6. Reduced demands of and support for homework tasks

Further ideas and strategies for support can be found in the LBH Guidance “Ordinarily Available Provision” for Cognition and Learning Needs.

Assess, Plan, Do, Review:



The assess, plan, do, review process is described in The SEN Code of Practice 2015: where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place:

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people (6.44).

The majority of learners with dyslexia or literacy difficulties will have their needs met through high quality teaching and in some cases targeted intervention or cycles of SEN Support. This will be evaluated through the assess, plan, do, review cycle.

Roles:

Schools will:

- Identify pupils with literacy difficulties as early as possible to ensure appropriate support can be provided. Initial identification will be through ongoing assessment for learning (AfL) and the delivery of high-quality first teaching and where applicable intervention to meet the learning needs of all pupils.
- Ensure staff have access to evidence-based interventions and undertake evidence-based training to support dyslexia and literacy difficulties in school.
- Recognise the impact of literacy difficulties on self-esteem and provide support.

The Local Authority will:

Provide support to schools to develop quality school-based identification, intervention and monitoring of the provision for pupils with dyslexia and literacy difficulties. Access to this support will be through:

- School staff training via the LBH SEN centralised training offer. Recently advertised courses (2021-22) include: How to Assess pupils with Literacy Difficulties and Dyslexia Awareness Training. All courses are delivered by experienced dyslexia specialists and national trainers.
- Collaborative working within the consultation process offered by the Educational Psychology team, where requested by the school.
- Consultation advice offered via the LBH SpLD advisory teacher, where requested by the school.
- Signposting via the Hounslow Local Offer to additional sources of support for schools on dyslexia and literacy difficulties.

Parents/Carers will:

- Have their concerns regarding their child's progress acknowledged, discussed and responded to as appropriate, following processes outlined in the SEN Code of Practice. It is important that parental concerns are valued and heard. Sometimes the parent/carer and school may have different views about a child's learning profile and its impact on progress. In such situations it will be important that schools and parents/carers work collaboratively to collect evidence of the pupil's performance to inform discussion and to agree a plan for the pupil's targets and outcomes.
- Share any background and/or developmental information which may contribute to an understanding of a child or young person's literacy difficulties.
- Have access to advice concerning the nature of their child's difficulties and how best to support them at home via the Hounslow Local Offer.

Pupils will:

- Be regarded as active partners in the learning process.
- Be encouraged to help set learning targets with their teacher and be supported to identify their own preferred learning style.
- Receive feedback on their progress.

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Some access arrangements are organised by schools and settings independently whilst others require approval from an awarding body (JCQ).

Access Arrangements allow pupils with additional needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements must be based primarily on normal classroom arrangements and ways of working and should never provide an unfair advantage e.g. when answering exam questions, answers given must be the learner's own. **Pupils do not need to have a diagnosis of dyslexia to qualify for access arrangements to be put in place.**

In Primary schools, the Standards and Testing Agency (STA) is responsible for the development and delivery of all statutory assessments from early years to the end of key stage 2. Guidelines for putting access arrangements in place are set out in the Access and Reporting Arrangements (ARA) document which is updated each year. This process requires evidence of arrangements that are the normal way of working for the student.

For Secondary schools and colleges, the Joint Council for Qualifications (JCQ) set out the mandatory procedures for requesting and deciding for students with physical disabilities, sensory impairments and learning difficulties. This guidance is updated on an annual basis. This process requires evidence of the normal way of working and an assessment report prepared by an appropriately qualified specialist assessor (with an Assessment Practising Certificate) or psychologist (registered with the Health and Care Professions Council).

Examples of access arrangements that may assist learners with dyslexia or literacy difficulties include:

- extra time (e.g. if speed of processing is affected)
- use of a laptop (e.g. if writing is slow or illegible)
- reader (e.g. for poor readers with difficulty decoding or understanding text)

It is important to note that exam access arrangements put in place by a primary school may not be always needed in secondary or post-16 education as a learner's skills may develop over time.

Transitions

It is necessary for established systems to be in place to support the transition of learners with literacy difficulties as they progress through their education. It is important that transition processes are as smooth as possible to enable continuity of provision where this is needed.

Primary to secondary school

Feeder primary schools should highlight learners with special educational needs, including those with dyslexic and literacy difficulties, to receiving secondary schools so that support strategies can be seamlessly carried through. The earlier these concerns are raised the sooner supportive strategies can be put in place.

Secondary to further/higher education

When making applications for courses it is important to encourage learners to disclose any additional support needs including dyslexia or literacy needs. The purpose of this is to allow appropriate plans to be put in place (with the learner's agreement). In order to increase a college's understanding of how dyslexia has impacted on the learner it is helpful to share as much information as possible. This can include: examples of a learner's written work; copies of relevant assessments; details of successful strategies; information about any exam access arrangements that have been put in place.

Nb. DfE guidance (2019) stipulates that a diagnostic assessment for a SpLD undertaken at any age allows people with dyslexia to apply for support through to higher education.

Case studies

On the following pages you will find examples of how pupils with dyslexia and literacy difficulties have been supported in a range of mainstream and special schools within Hounslow.

CASE STUDIES

CASE STUDY

Mainstream Primary school, Hounslow

<u>Student:</u> AB	<u>Year Group:</u> 3
<u>SEN Status:</u> SEN support (added in Y3)	
<u>Background and Context:</u> <p>In Year 2 (previous school) concerns had been raised about AB's literacy development and a number of interventions put in place.</p> <p>A Speech and Language referral was also made in Year 2 due to concerns raised by parents regarding retention and information processing. Report found AB to have:</p> <p>Mild - moderate difficulties in attention and listening</p> <p>Age appropriate understanding and speech</p> <p>Particular strengths in expressive language.</p>	
<p>AB joined us at the start of Year 3. At this time, she did not have an IEP and was not on the SEND register.</p> <p>Dyslexia screener Nov 2020 identified AB as profile B - few signs of dyslexia. However, her parents raised ongoing concerns about her progress, notably with phonics, reading and working memory. School responded by closely monitoring progress and completing an Individual Education Plan (IEP) to further define support and targets.</p> <u>Needs:</u> <ul style="list-style-type: none">-often forgot task instructions between class input and starting task-could forget what she was writing-spelling was difficult for her-phonics was challenging for her	

Strengths:

- hard working
- Fischer Family Trust intervention throughout Y2 had helped her to make some Progress in reading fluency and comprehension
- achieving well in Maths

Provision put in place:**Year 1 and Year 2:**

- Fischer Family trust intervention 3 x weekly
- additional small group Phonics support Daily
- 1:1 reading daily
- use of whole word decoding strategies alongside phonics
- reducing writing expectations and allowing her to 'magpie' ideas from others
- using whiteboard to take notes
- parents using Paired Reading at home

Year 3

- 2x weekly small group phonics
- 3x weekly small focus reading group
- Nessy daily
- Maths and English small group support
- Whiteboard available for notes
- Regular reading 1:1 (fluency and decoding strategies)

Impact and Outcomes:

	READING AGE	READING COMPREHENSION	WRITING	MATHS
KS1	Year 2 BEGINNER		Year 2 BEGINNER WTS Y1 PHONICS (did not pass)	Year 2 BEGINNER
Year 3 Entry (Standardised score (SS) of 100 is broadly age appropriate)	6.3 (Sep baseline)	SS 99 Dec	Sep phonics 19/42 Dec phonics 31/42 May phonics 33/40 (pass is 32) Catch up reading Level 5 secure	SS96
Year3 Summer	7.10	SS 96	Spelling SS 85	SS93

Specialist Teacher interventionStudent: AYear Group: 6SEN Status: SEN SupportBackground and Context:

A was identified as having dyslexic traits by a Specialist Teacher in her former school, where she had been receiving additional phonics teaching. This had led to her mostly secure knowledge of early phonic sounds, but her reading and spelling remained below age related expectations. A's literacy difficulties affected her self-esteem and she presented as quiet and withdrawn in the classroom.

Needs:

Spelling: A's parents and teachers felt that her persistent spelling difficulties were a particular area of need, as she struggled to spell words where a particular sound could be represented by alternative letters (e.g. 'enuf' for enough and 'dressed' for dressed). This affected the speed and flow of her writing in the classroom.

Reading: A was able to read CVC words with ease, but she struggled to read multi-syllable words accurately. This interfered with her reading comprehension, making the process slow and effortful. A's reading aloud lacked fluency and intonation.

Memory: A's class teacher reported that she struggled to remember classroom instructions, sentences for writing and mental maths problems.

Provision put in place:

A received a Specialist Teacher intervention for 60 minutes per week during Year 6. The intervention was multisensory, structured and cumulative. The intervention was aimed at the gaps in A's profile and therefore focused on literacy concepts beyond phonics knowledge.

To support A's reading and spelling of multi-syllable words and those that were not phonologically regular, the intervention focused on spelling rules, patterns and suffixes, such as:

- Teaching the 'ch/tch' rule and three sounds of the suffix 'ed' using resources from Nessy.
- Teaching the 'change y to i' suffix addition rule using the memory hook of 'super i'.

To develop A's reading fluency and comprehension:

- Precision teaching of high frequency words.
- Comprehension skills (including retrieval, inference, summarising) were practised using a Barrington Stoke 'dyslexia friendly' book of her choice. The whole book was read across the course of the intervention, starting with paired reading to build confidence, before Amy read sections independently.

In addition to reading and spelling skills, the lessons also included strategy and study skills to help her remember classroom instructions and information:



- Practising and applying memory support strategies, such as verbal rehearsal of auditory instructions, mnemonics for key information/processes and visualisation using the concept of having a 'TV in the mind' to remember information that had been read.

Impact and Outcomes:

Baseline assessments at the beginning and end of the intervention showed:

- 8-month increase in spelling age.
- 20-month increase in word reading age.
- 12-month increase in oral reading fluency age.

These areas remained below average for A's age at the end of the intervention, but did improve and helped grow her confidence in the classroom.

A's class teacher reported the following impacts:

- "A's spelling improved greatly - instead of spelling words phonetically, she was able to memorise tricky words and use them in context. She gained a good knowledge of suffixes and was able to use these accurately in her writing."
- "A's confidence improved greatly and she began to volunteer to read out loud to the class. Her reading was more fluent and she was able to try any unfamiliar words."
- "A was able to use memory strategies throughout her learning and created riddles to help her with Maths methods."

"A started her year with me as a shy student lacking in confidence and it was clear that she struggled in lessons. There was significant improvement in her final piece of assessed writing at the end of the year. Most importantly, A took great pleasure in writing this piece, knowing that she had the skills and knowledge to complete it."

Mainstream Primary school, Hounslow

<u>Student:</u> SS	<u>Year Group:</u> 3
<u>SEN Status:</u> SEN support	
<p><u>Background and Context:</u></p> <p>Child SS joined us at the start of Y3. Despite additional phonic based interventions when they were in Y1 and Y2 they were still facing difficulties with decoding which was affecting fluency and accuracy as well as their overall reading performance, confidence and enjoyment. Reading assessments showed SS to be well over a year behind reading age compared to chronological age. Spellings were also a problem and parents were increasingly concerned that their child had undiagnosed dyslexia.</p> <p>SS enjoyed school and was very engaged with their learning and worked hard. In other areas of the curriculum they were meeting age expected levels.</p>	
<p><u>Provision put in place:</u></p> <ul style="list-style-type: none"> -A Dyslexia screener found SS to have 'some signs of dyslexia'. In response to this SS was added to the school SEN support register and an Individual Education Plan was written to set specific targets related to their spelling and reading and to closely monitor progress using an 'Assess, plan, do, review' approach. -SS was identified as a focus reader to be heard read every day by an adult with a carefully selected reading age appropriate book to help with general reading fluency, accuracy, comprehension skills and reading enjoyment. -SS received 'Catch Up' reading intervention for 16 weeks (2 x 15 minute sessions weekly) with an aim to increase reading age by more than one month per chronological month by improving sight vocabulary and word attack skills -SS took part in a small weekly phonics group 2 x weekly throughout the year with an aim to reinforce phonic skills alongside building up other strategies such as sight vocabulary - SS took part in 'Reader's Theatre' 3 x weekly throughout the year as part of a smaller focus reading group with the aim to build fluency and confidence towards reading a text out loud. (With Reader's theatre the same text is used in consecutive sessions to build fluency). -SS started to use Nessy spelling and reading programme 4 x 20 minutes weekly as a way to reinforce spelling using a multi- sensory approach -SS has recently started to learn 5 spellings at a time (taken from the first 100 words) using a precision teaching approach as a way to build spelling fluency, success and confidence. 	

-Small group support continued in Literacy lessons where 'Quality First Teaching' good practice strategies were applied such as:

- support of short term memory with use of whiteboard to take notes
- exploring alternative ways to record work eg typing, mind mapping, voice recorder, scribing
- tasks broken into smaller chunks
- providing writing frames and sentence starters
- collaborative work in a small group
- awareness that more time may be needed to complete tasks

Impact and Outcomes:

Reading age: Year 3 entry 6.3 years

Reading age: Year 3 summer 7:10 years

Phonics: Year 3 entry 19/ 42

Phonics: Year 3 summer 36/ 42

(pass is 32)

Spelling NFER Standardised score end of Year 3: 85 (off track)

(precision teaching approach to spelling started in response to this lack of progress with spelling)

Special Primary school, Hounslow

<u>Students:</u> A B C	<u>Year Group:</u> A – Y5 B – Y5 C - Y6
<u>SEN Status:</u> All children have an EHCP.	
<u>Background and Context:</u> These children attend a special school. All three children had at least a 3 year gap between their chronological age and their reading age at the start of the intervention. They each struggle to access learning across the curriculum, and often exhibit low motivation and self-esteem in the classroom as well as in their interactions with staff and peers.	
<u>Needs:</u> All children have an EHCP with social, emotional and mental health difficulties stated as their main areas of need. Child A has strong indicators of dyslexia but has not undergone formal assessment. Child B and Child C have a diagnosis of ADHD.	
<u>Provision put in place:</u> Each child received 30 minutes 1:1 reading teaching 3 x each week for 25 weeks delivered by a qualified teacher. To increase and maintain motivation their teacher gave the children a variety of short tasks. Each session would always include reading at least four pages of a book from a high motivation/low attainment readers scheme (Moon Dog, Magic Belt and Talisman). At the beginning of the intervention their teacher would choose the sequence of each activity, however after a few weeks when the children were happily completing each task they were allowed to choose the sequence of the session. Each session included the tasks from the following list: <ul style="list-style-type: none"> • Ordering the alphabet (until achieved) with plastic lowercase letters • Dot to dot alphabet capital letters • Playing Talisman reading cards game (has all phonemes set 1, 2 and 3) • SWAP by Gamz – word UNO, same as above, for children with dyslexia • Syllable Snap (up to 5 syllables) • High Frequency Word recognition tasks • Comprehension tasks/activities linked to the child’s reading book • Ordering picture card stories and telling the story (varied in difficulty) • Carrying out specific difficulty phonemes e.g. soft ‘c’, silent letters, ‘ph’ • 4-in-a-row by Dandelion readers 	

- Multi-probe, excel. This can also be used for 4-in-a-row
- Smart Chute (ranging from vowels, CVC to set 1, 2 & 3 phonemes)
- Medial sound sheet activities
- End sound sheet activities
- Board games with phonemes from all sets.
- Sorting games with same sound phonemes with different letters (a, ai, ay, a_e)

Impact and Outcomes:

All of the children fully engaged with reading, both in these sessions and in their classroom. One child who refused to read prior to the intervention has become a keen reader; he has stopped segmenting every single word and is slowly reading with much more fluency.

Child A: 4 months progress in reading age, 7 months progress in comprehension, has doubled in reading speed and accuracy.

Child B: 8 months progress in reading age , 15 months progress in comprehension

Child C: 19 months progress in reading age , 10 months progress in comprehension

Mainstream Secondary school, Hounslow

<u>Student:</u> Male	<u>Year Group:</u> 9
<u>SEN Status:</u> SEN Support	
<u>Background and Context:</u> <p>Local primary school transition information flagged that student had had EP involvement in year 5 and an assessment was carried out. This assessment showed he worried about school, did not like leaving his mother, concentration was intermittent and he worked more slowly than his peers. Using the BAS battery his scores were in the significantly below or low average range. He was described as having increasing levels of anxiety as year 7 approached. History of bed wetting. History of SEND with other children in the family. Hounslow SENSS team involvement.</p> <p>For these reasons he was immediately put on our Year 7 SEND register and teachers were made aware of his needs before their first lessons with him in year 7. Parent also attended a SEND department coffee morning which was where parents self-selected to come in the summer term of his year 6. This meant we had established a relationship with his parent before he started the school.</p>	
<u>Needs:</u> <p>EP report from year 5 had identified poor working memory. Motor skills were not well developed. Struggled with writing on the line. In addition, he was extremely anxious and cried a lot in year 7.</p>	
<u>Strengths:</u> <p>Polite, motivated, wanted to succeed, willing to work with adults in school. Close home-school communication which reassured parent.</p>	

Provision put in place:

SEND register as SEND support

Pupil passport shared with all teachers

Baseline assessment prior to literacy intervention was below average.

In year 7 he had a reading comprehension standardised score on entry of 82 (reading age 8.4 at chronological age 11.5). He commenced a 2 x1 hour per week Science Research Associates (SRA) Decoding programme with the literacy teacher. Focus was on understanding and linking the text and ideas as he was quite rigid in his thinking.

In Year 8 he continued on the SRA Decoding programme and moved up to the next level. He passed all tests within the programme as each stage completed and was encouraged by his progress. He slowly began to see himself as a more successful learner. Covid was a setback as this student was not in school. Although his teacher continued to run the intervention via Google classroom, he would not read aloud via remote learning and therefore his progress stalled and the gap between him and his peers widened.

On returning to school after Covid later in Year 8, his reading comprehension standardised score fell to 70 but by the beginning of Year 9 his standardised score had returned to 75 (reading age 9.8, chronological age 13.56 yrs).

In Year 9 this student is following an SRA reading comprehension programme (2 x 1 hour pw) which is developing his comprehension skills. His decoding skills are solid and the focus now is on developing his inferencing skills which are needed in the secondary curriculum, especially as he approaches KS4.

Impact and Outcomes:

- The student sees himself as a successful learner and this confidence is evident in his attendance at school, his engagement in all his subjects, his reduced anxiety in and around school (this is markedly improved since year 7).
- Standardised scores fluctuate at the regular testing points because he has a significant literacy difficulty. In his most recent literacy assessment he attempted double the number of tasks/questions he did in the year 7 test, demonstrating that he has a positive attitude to work and an ability to learn even though literacy will always be an area of difficulty for him.

CASE STUDY

Mainstream Secondary school, Hounslow

<u>Student:</u> Male	<u>Year Group:</u> Year 10
<u>SEN Status:</u> SEN Support	
<u>Background and Context:</u> Student is in receipt of Pupil Premium and eligible for free school meals. There has been previous social care involvement. Very little transition information provided by his out of borough school - he had not been on their SEND register.	
<u>Needs:</u> Literacy assessment on entry - standardised reading comprehension score was below 81 (reading age of 6.8 years). Student said he did not understand what he read and felt embarrassed. History of poor school attendance.	
<u>Strengths:</u> Friendly, helpful, polite.	
<u>Provision put in place:</u> Student began twice weekly (2 x 1 hr) SRA reading comprehension programme with teacher in small group. Student engaged well. Standardised score by end of year 7 had increased to 85. In year 8 the school moved to use a new literacy screening programme and the whole cohort's scores dropped. This student's scores dropped to SS 70 at the next assessment point. Literacy intervention continued (same programme) but progress impacted by Covid school closure and poor attendance. Student was retested at end of Year 9 and he had improved his standardised score to 86 (Reading age 12 at chronological age of 14.6). Now the student is in year 10 and his Year 7 literacy teacher teaches him Functional Skills English alongside GCSE English. His much improved attendance, wider use of vocabulary, confidence and active participation is evident when compared to year 7 starting point.	
<u>Impact and Outcomes:</u> Oracy and inference skills have developed sufficiently for him to be confident to fully participate in lessons even when written tasks remain an area of challenge.	

Quotes from pupils in Hounslow schools

"Dyslexia helps me think of ideas."

"In some ways you will be behind if you are dyslexic, but in other ways you will be more creative than others - keep trying."

"When I was younger, I used to think I was really behind with everything and people were learning faster and better than me. Now I know I am good at other things like playing rugby, reading maps and I remember and learn well in lessons like Geography."

"I used to always think that everyone had done more than me, I was not quick enough, I was not good enough to be in my year. My writing and typing have got a lot stronger now. Reading is still harder for me, so I watch the movie rather than read the book."

"[Dyslexia] makes me feel happy but sometimes annoyed. It makes me happy because I can do things other people can't do. Once I helped my dad build a treehouse."

"[Interventions for dyslexia mean] I get to learn different things. Probably other people have already learned them, but this is a fun way"

Bibliography and additional sources of information

SEN Code of Practice 2015

Equality Act 2010

Rose Report 2009

BDA list of signs of dyslexia at different ages:

Early Years: [Signs of dyslexia \(Early Years\) - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk/signs-of-dyslexia-early-years)

Primary age: [Signs of dyslexia \(Primary school age\) - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk/signs-of-dyslexia-primary-school-age)

Secondary age: [Signs of dyslexia \(Secondary school age\) - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk/signs-of-dyslexia-secondary-school-age)

<https://www.bdadyslexia.org.uk/advice/children/is-my-child-dyslexic>

Hounslow Local Offer: [Hounslow Local Offer | Hounslow Local Offer | London Borough of Hounslow](http://www.hounslow.gov.uk/local-offer)

What works for children with literacy difficulties? The effectiveness of intervention schemes (5th Edition) by Greg Brooks: [What-Works-5th-edition-Rev-Oct-2016.pdf \(interventionsforliteracy.org.uk\)](http://www.interventionsforliteracy.org.uk/what-works-5th-edition-rev-oct-2016.pdf)

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