

The role of outside professionals at 'School Action Plus'

Outside professional help is available from Learning Support Service and from the Leicestershire Psychology Service to assist the school with planning educational provision.

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 and the professional may act as an advisor, working with school staff to devise fresh strategies to help your child make progress.

At this stage the new arrangements the school will make will be set out in your child's Individual Education Plan (IEP). A copy will be made available to you with details of your part in helping your child make better progress.

Teaching the revised programme continues to be the responsibility of your child's class teacher. So far as possible, teaching will take place in the normal classroom.

School referral for statutory assessment

The majority of young people identified as experiencing dyslexic learning difficulties will have their special educational needs addressed at 'School Action' or 'School Action Plus' stages. However, if there is agreement that your child is experiencing a lasting difficulty in acquiring reading, writing and spelling skills, despite everyone's best efforts, then the school will need to consider referring your child to the Local Authority for statutory assessment.

The description of your child's learning difficulty and progress achieved so far, plus information about the special educational provision made, will help the Local Authority to decide whether statutory assessment is necessary.

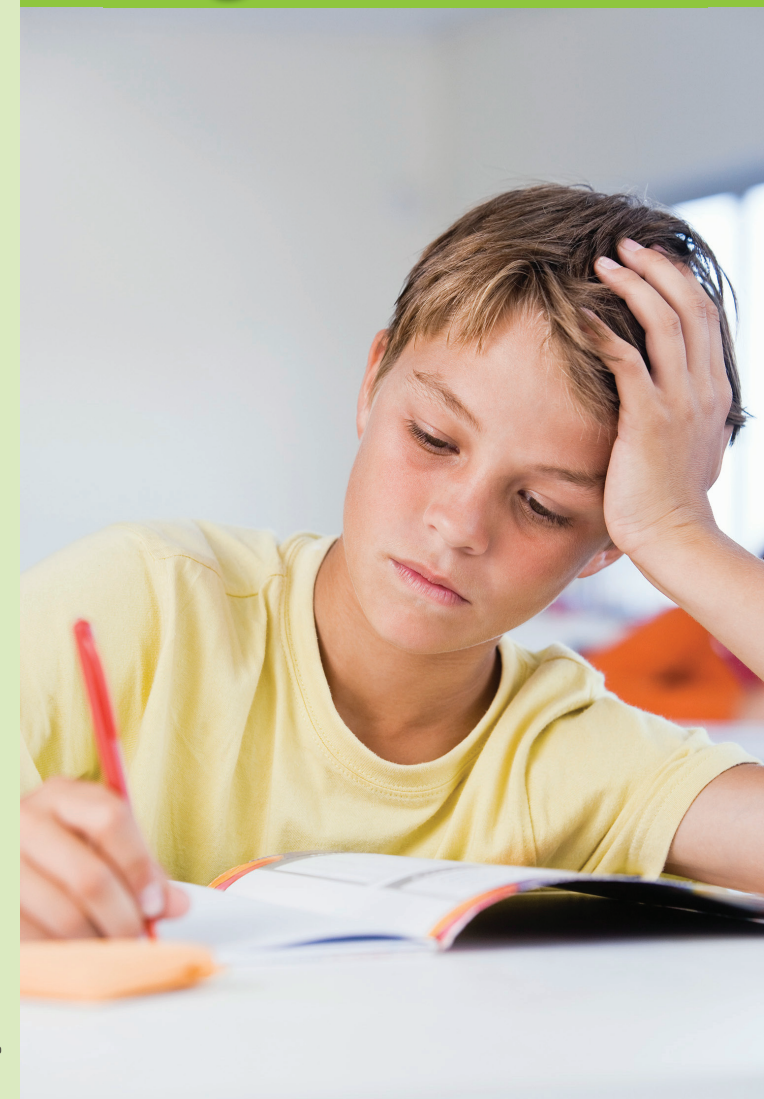
In the meantime – and whilst any subsequent statutory assessment is being made – your child will continue to be supported through 'School Action Plus' arrangements.

Leicestershire Psychology Service

Children and Young People's Service
Leicestershire County Council
Telephone: 0116 305 5100

www.leics.gov.uk/education/special_education_needs

Dyslexia



What is dyslexia?

Dyslexia is defined by the British Psychological Society as follows:

‘Dyslexia is 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, have varying degrees of learning difficulty.

Fortunately only a very small number of young people are severely affected by dyslexia. Milder problems mean that with good teaching at school and continuing encouragement from home, a child can become quite a confident reader but may continue to have some problems 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 problems is very important – the sooner action is taken the more responsive the child is likely to be.

When a young person makes a slow start with reading and spelling the school will gather information and make adjustments to the way the child is taught. Adjustments can include special arrangements during literacy/english lessons or some additional support within class.

The school’s system for assessing the progress of individual children will make it clear whether your child is making satisfactory progress. Your views and those of your child will be taken into account.

What if the problem continues?

If your child does not make satisfactory progress in reading and spelling despite receiving good quality teaching, then it is likely that you will agree with the school that more help needs to be provided. Such help can be provided from school resources via ‘School Action’.

Arrangements for a child within ‘School Action’

At this stage the school’s Special Needs Co-ordinator (SENCO) will take the lead in making further assessments of your child’s particular strengths as well as weaknesses. Standardised test scores will provide evidence of your child’s

rate of progress in learning to read and spell.

Emotional issues 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. Their feelings may come out as behaviour problems in school.

Your child’s teachers will tell you about the special educational arrangements they are making. Three or four learning targets will be set, based on information about your child gained from assessment and teaching. Your child’s progress will be reviewed regularly and information given to you.

What if the problem persists?

If problems with reading, writing and spelling persist over time, despite additional help in school, regular attendance and good support from home, then it will be necessary for the school to seek advice from outside professionals.

You will be advised of this plan and will need to give your agreement. This next stage in the assessment and provision process is known as ‘School Action Plus’.