

WE ARE
SUPPORTIVE

Dyslexia

Dyslexia is a hidden learning difference which affects reading, writing and spelling. Dyslexia can also affect short-term memory, mathematical ability, personal organisation and the ability to be able to put things in order.

Dyslexia is caused by differences in the language areas of the brain. This affects how information is acquired, processed and understood.

With the right support, students can be helped to cope with their dyslexia; they can learn to overcome this specific learning difference and stop it from being a barrier to their achievement.

In 2009, Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy difficulties' it gave the following description of dyslexia, which was adopted by the British Dyslexia Association (BDA) Management Board.

The description of dyslexia adopted in the report is as follows:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. 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. 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.'

What we believe at MBA:

Every child who joins us at MBA will gain access to a unique world of opportunity and experience. Talent is celebrated, curiosity is nurtured and every individual is given the chance to shine. We help to develop young people with a positive attitude to learning and life, ready to take on the challenges of our fast-changing world.

It is our role to nurture the very best in each person by removing barriers to learning and identifying every young person's strengths and talents. We foster students' natural abilities and support them on their journey as they become forward-thinking, well-rounded, unique individuals.

At MBA, we have our very own Dyslexia Champion, Miss Wearne. The main purpose of her role is to:

- Deliver bespoke intervention programs to targeted groups of students either on a 1:1 or small group basis.
- To create support plans targeting the specific needs of individual students.
- To be able to identify any barriers to learning and make the necessary adjustments as well as advise the wider teaching staff.
- To liaise with students regularly and monitor progress.
- To effectively communicate any progress or concerns to the SENDCo, DoP, LSM, class teachers and parents/carers if necessary.

[Dyslexia Screening at MBA](#)

Lucid Rapid

Taking only 15 minutes, Lucid Rapid dyslexia screening is the solution for quick screening for dyslexia in the 4 to 15 age range. However, it is important to note that this is **NOT** a diagnosis of dyslexia. The computer gives each student three enjoyable and non-threatening tests that are sensitive cognitive indicators of dyslexia. Each screening component has been individually standardised, validated and calibrated to maximise accuracy in detection of dyslexia and prevent students with dyslexia 'slipping through the net'. There are very low rates of false positives ('false alarms') and false negatives ('misses').

Tests included:

- Phonological Processing (4 - 15 years)
- Working Memory (4 - 15 Years)
- Phonic Decoding Skills (8 - 15 years)

Results:

Results are available immediately. A simple print-out of results, which incorporates expert interpretation, gives clear indication of the probability of dyslexia in every case. A copy of the results along with a written report from MBA's Dyslexia Champion will be sent home to the students parents/carers.



Dyslexia Screening Test - Secondary (DST)

At MBA, we provide an assessment known as the Dyslexia Screening Test - Secondary (DST-S). It is important to note that the DST-S is **NOT** a diagnosis of dyslexia.

The DST-S is usually carried out if a student's Lucid Screening test indicates that they are at 'moderate' or 'high' risk of having dyslexia. The DST-S is a more intensive screening test; this test allows us to gain a better understanding of what areas a student may be struggling with.

The DST-S provides a profile of strengths and weaknesses, which can be used to guide the development of in-school support for your child.

The DST-S is designed to identify those children who are still experiencing difficulties at secondary school and provides data which can be used in support of requesting extra time concessions in exams.

The DST-S takes about half an hour per child to complete and consists of the following subtests:

- Rapid Naming.
- Bead Threading.
- One Minute Reading.
- Phonemic Segmentation.
- Spoonerisms.
- Two Minute Spelling.
- Backwards Digit Span.
- Nonsense Passage Reading.
- One Minute Reading.
- Verbal Fluency.
- Semantic Fluency.

A copy of the results along with a written report from MBA's Dyslexia Champion will be sent home to the students parents/carers. A 'Support Plan' for the individual student may also be compiled by the Dyslexia Champion and sent out to the child's parents/carers for approval and then sent out to the relevant staff. This support plan informs staff of the best strategies to use for that particular student as well as informing them of any 'do's' and 'don'ts.'

[Dyslexia Intervention at MBA](#)

IDL - Indirect Dyslexia Learning

Brief Summary:

Multi Sensory - IDL uses sight, sound, touch and voice to improve reading and spelling. Link are made between the visual, auditory and tactile pathways.

Individually Tailored - IDL automatically generates a starting point for students based on their individual reading and spelling ability. The program can also meet individual visual needs. Students can choose their own page background and text colours to make tracking and place finding easier, helping to combat visual stress.

Independent Learning - Students can work independently, allowing for larger intervention groups. The cloud is used to store pupil progress so they can work from any location, picking up where they left off.

Simple to Use - IDL has been simply designed to make it easy for students to use. Students will be able to work independently or with minimum supervision, whilst teachers will be able to track and monitor progress.

Distraction Free - Some Literacy programs include bright, colourful graphics that can be engaging. This can often be a visual distraction for students with dyslexia tendencies, making it difficult for them to identify text. IDL has been purposefully designed to omit visual distraction, so that students can focus solely on letters and words as they appear on screen

Specific Details:

Schools who currently use IDL have reported that students' reading and spelling ages increase on average by around 10 months after just 26 hours of use. They have also noticed improved confidence and self-esteem, which has transferred into other areas of school life.

Expected Outcomes:

- Increased a
- Automatic word recognition by reinforcing phonic elements and sound-symbol relationships.
- Accelerated acquisition of essential reading skills.
- Narrowing of the reading and spelling age gap.
- Rebuild students' self-confidence and rediscover their self-esteem.

[Dyslexia Intervention at MBA](#)

Nessy

Brief Summary:

Nessy was developed specifically to support learners with learning differences such as dyslexia. It is a computer-based, structured phonics resource for reading and spelling including learning of letter patterns as well as spelling reading rules. The material includes visual memory aids, games and activity worksheets which are often humorous. Nessy learning begins with an assessment to identify areas of need. The intervention also provides digital learning through written worksheets (Beat Dyslexia Books.)

Specific Details:

The Nessy Learning Programme aims to improve reading, spelling and writing. Nessy is a huge resource of strategies, games, worksheets and phonics, covering the very first stages of letter sounds to advanced multi-syllable words. It encourages positive, independent learning. Students are encouraged to mark their own work and take on more responsibility for their own learning by playing games, watching rules and completing interactive worksheets. The game-based learning has proved extremely effective in addressing the needs of disaffected students, motivating and building self-esteem.

This intervention is aimed at struggling readers, writers and spellers. Each student will be given their own login details to access the programme. Nessy will give the students access to structured activities which are based on helping them to develop their incremental phonics, language skills, writing skills and vocabulary development.

Expected Outcomes:

- Rebuild students' self-confidence.
- Rediscover their self-esteem.
- Improve students reading, writing and spelling skills.
- Improved understanding of phonics and letter patterns.

Assessment:

Printable and written reports of students' progress which will be evidenced in a file. Beat Dyslexia booklets are also available to complete as well as the use of iPad apps which support dyslexia.

[Dyslexia Intervention at MBA](#)

STFR - Sound Training

Brief Summary:

This highly effective programme has an instant impact on literacy using fun, fast paced activities in a group of four.

The Academy has had great success with the programme with average reading age gains of over 30 months in just six weeks.

Specific Details:

Sound Training uses fast, focused and fun teaching methods to ensure pupils are fully engaged in active learning. It significantly boosts vocabulary development and literacy skills, with dramatic, sustained improvements in reading ages.

Sound Training opens access to the entire curriculum and has impacted on pupil overall attainments in GCSE grades. It also has very positive effects on pupil confidence and self-esteem. The Academy has also created subject-specific Sound Training programmes for students needing focused support in accessing the language used in particular curriculum areas.

Expected Outcomes:

- Develop decoding skills.
- Improve reading age.
- Improve spelling.
- Increased self confidence.
- Increased engagement in lessons.

Duration:

One 60-minute session a week for six weeks.

Assessment:

The assessment used is the WRAT test.

At MBA, we are very fortunate to be able to offer each student their very own iPad.

The ready availability of technology should now enable anyone with specific learning differences to work independently alongside their peers.

Like MBA, the British Dyslexia Association (BDA) notice that technology is a key tool to helping dyslexic learners in the classroom in both learning and teaching experiences as well as accessing or recording written information.

Many of the learning differences experienced when reading, writing, spelling, accessing the curriculum, learning vocabulary, improving phonic skills and assisting recording and presentation, become a similar problem for dyslexic learners when technology is used. This may be a result of appropriate speech-supported software, selected hardware or tools, specific programs to support and improve memory skills, planning and organisation or Maths.

Some dyslexic learners also have co-ordination, sequencing and organisational difficulties. This may affect their handwriting, cause learners to produce less work or take a lot longer than expected. Once they have mastered the technology efficiently, a portable device can often liberate them, allowing them to concentrate on content rather than process.

Technology can provide the necessary risk-taking, patient, multi-sensory environment many dyslexic learners need. This can result in increased confidence and self-esteem, enabling users to:

- See and hear written text on screen.
- Repeat and review information, as and when they need to.
- Try out actions first and make an informed choice.
- Practise skills that meet their needs in both pace and content.
- Overcome barriers such as slow typing or writing speed and spelling.
- Record and edit ideas easily using ordinary word processing, word banks, predictive and planning tools as well as digital recorders and video cameras.
- Plan work before starting to write and review output prior to completion.
- Demonstrate their knowledge and ability.
- Work more independently.

iPads at MBA:

Voice options for text to speech (the ability to hear the written text spoken) are available on the iPads and offer Speak Selection. Word prediction is also available on the iPads, this may be useful as it can offer additional support to the students.

Inbuilt speech dictation on the iPad:

The iPads also provide the opportunity to use an inbuilt speech dictation facility if the device can access the internet. This is achieved simply by tapping the microphone icon on the lower left hand side of the keyboard. It records for approximately 30 seconds. Some users have found this utility particularly useful as it allows them to 'keep up' if they struggle to get their thoughts down onto paper. A lot of students who have dyslexia or dyslexia tendencies are much stronger verbally. Therefore, this option means that it no longer takes a student double the time to complete a piece of work.

Reading options on the iPad:

A very simple way to achieve some basic text to speech support is to enable the inbuilt **Speak Selection** option. This can be used in some applications e.g. webpages, text documents and some e-books.

The text has to be highlighted each time and the Speak Selection option enabled within Settings.

To activate: Go to **Settings – General – Accessibility**. Select Speak Selection (ON). Adjust the **Voice, Speaking Rate** and **Highlight Words** to suit personal preference.

To use: Select a page with text. Tap the screen to highlight the text (drag the corners of the coloured highlighting). Now tap **Speak**.

How to invert screen colours on the iPad:

To activate: Go to **Settings – General – Accessibility**. Turn on the option for **invert colours** - its under the vision selection at the top.

There are also a number of free and paid apps for coloured overlays on the iPads.

Reducing the motion on the iPad:

To activate: Go to **Settings – General – Accessibility**. Make sure **Reduce Motion** is turned on. This will prevent things from 'moving around' on the iPad screen.

Students can make full use of the options now available on these devices with text to speech support (TTS) and multi-sensory activities, e.g. listen to books with TTS, make use of the camera, audio and video options. They can also use the camera to record videos or take photos for visual prompts.

Collaborative working with parents is central to the success of the support implemented for pupils. Liaising with parents will take place at all stages of the assessment/identification/intervention process and thereafter. Parents are a valuable source of information about their children so this will be utilised at all times. Equally, the Academy expects that parents will undertake the recommendations made to support their child as advised by teaching and support staff.

Each student with dyslexia has a unique profile of strengths and weaknesses.

Indicators of dyslexia differ at different ages.

The following list was adapted from the Report of the Task Force on Dyslexia produced by the Department of Education. It may help parents to identify children who may have a dyslexic difficulty. A psycho-educational assessment will still be required to make a diagnosis. What the list aims to do is help to confirm the suspicions that there is a difficulty present and therefore help in making the decision to obtain any further investigation/assessment.

Indicators of Possible Dyslexia:

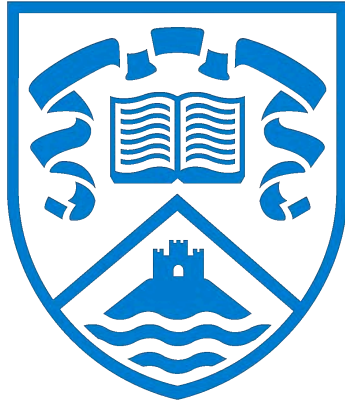
The student

- is still reading slowly and without fluency, with many inaccuracies.
- misreads words or information.
- has difficulty modifying reading rate.
- has an inadequate store of knowledge due to lack of reading experience.
- continues to experience serious spelling difficulties.
- has slow, disfluent and/or illegible handwriting.
- has better oral skills than written skills.
- has difficulty planning, sequencing and organising written text.
- has difficulty skimming, scanning and/or proof reading written text.
- has trouble summarising or outlining.
- has problems in taking notes and copying from the board.
- procrastinates and/or avoids reading and writing tasks.
- is slow in answering questions, especially open-ended ones.
- has poor memorisation skills.
- still mispronounces or misuses some words.
- has problems recalling the names of some words or objects.
- has poor planning and organisation skills.
- has poor time management skills.
- has more difficulty in language-based subjects (e.g. English, History, Geography etc) than in non-language based subjects (e.g. Mathematics, Graphics Music/ Drama and so on).
- lacks self-confidence and has poor self-image.



Parents often ask how best they can help their children once a diagnosis of dyslexia has been given. The following is offered as a result of the experience of many parents over the years:

- Don't feel guilty. You did not cause your child to have dyslexia and you could not have prevented it.
- Don't blame anyone else - the child, the teacher, the other parent. Dyslexia is a fact of life - accept it and think of the positive things you can do. With the right support, you can learn to deal/live with this learning difference.
- Talk to your child about dyslexia and explain how it may affect your child and what you both can do to overcome it.
- Remind your child to check their planner so that they know what equipment they will need; they can then prepare their bag the night before and make sure they are organised for the next day ahead.
- Negotiate a homework timetable that takes into account any sports or other commitments. Once agreed, put it up in the study area and expect that it will be kept to (the school can provide this), this will help your child to be more organised.
- Read with your child as often and for as long as possible. The benefits of this are enormous. Your child will develop a larger vocabulary, hear words pronounced properly, grasp punctuation, learn to enjoy books and enjoy an activity without pressure.
- Colour code your child's timetable with different colours for the different subjects.
- Put a calendar or planner on the wall with key dates marked in such as deadlines for assignments exams, projects, as well as sports and other commitments - this is a visual reminder.



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