

**INCLUSIVE EDUCATION IN DEVON**

**DYSLEXIA**

**GUIDANCE ON IDENTIFICATION,  
ASSESSMENT AND INTERVENTION**

**July 2011**

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## 1.0 INTRODUCTION

The purpose of this guidance is to outline Devon Local Authority's approach to meeting the needs of school-aged children and young people with dyslexia. It provides a definition of dyslexia, describes the statutory responsibilities of the Local Authority (LA) and offers guidance on the roles and responsibilities of Devon schools.

This policy draws particularly on the guidance and summaries of research outlined in the British Psychological Society Working Party Review of Dyslexia (1999) and in the Rose review (2009) 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties'.

## 2.0 DEFINITION

2.1 It is recognised that there are many definitions of dyslexia. The LA has settled on one definition in order to provide clarity for parents/carers, professionals and all others with an interest in the achievement and well-being of children. This definition is supported by current research evidence and is used by a professional body representing child and educational psychologists:

*'Dyslexia is evident when accurate and fluent 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'.*

(British Psychological Society, 1999)

2.2 With regard to teaching and learning within the National Curriculum, therefore, dyslexia can be seen as severe and persistent difficulties with "word level" work i.e. reading and spelling of individual words.

2.3 This definition focuses on observed and observable difficulties rather than on possible underlying causes. This reflects continuing debate in the field of literacy development and dyslexia and the absence of a single agreed causal explanation.

2.4 The definition acknowledges current research evidence that:

- There is no one particular profile of cognitive skills that needs to be identified in order to classify a child as having dyslexia.
- Dyslexia can occur across pupils of all abilities. The definition does not rely on identifying a supposed discrepancy between a child's ability in one area and his/her abilities in other areas.
- Dyslexia can occur as a specific area of difficulty or as part of a more general learning difficulty.

- 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.

### **3.0 PERSPECTIVES ON READING AND SPELLING**

- 3.1 Reading and spelling are complex skills that do not necessarily develop naturally. They need to be taught and children need to learn and to practice the skills involved.
- 3.2 Parents/carers, as well as teachers and other staff, play a vital role in helping their child to master the skills involved in reading and spelling.
- 3.3 If a child does not make progress with the development of reading and spelling skills in school, as a first step the teaching and support the child experiences should be reviewed and possibly modified.
- 3.4 We recognise the particular links there can be between literacy difficulties, low self-esteem and the development of emotional and behavioural difficulties in some children. We see an entitlement to effective support in overcoming the barriers to achievement presented by dyslexia as essential in securing children's social and emotional adjustment and positive approaches to learning.

### **4.0 WHAT PARENTS/CARERS CAN EXPECT FROM SCHOOLS: IDENTIFICATION, ASSESSMENT AND INTERVENTION OF CHILDREN'S NEEDS**

In relation to dyslexia, schools should work to promote the underpinning principles of effective Special Educational Needs (SEN) policy, provision and practice. These focus on:

- raising attainment
- equality of opportunity
- early intervention
- working in partnership with parents / carers,
- inclusive education (that is, enabling all children as far as possible, to learn together, in ordinary schools with appropriate support)
- overcoming barriers to learning and
- a coherent support framework for school staff

- 4.1 There is an expectation that schools will implement high quality, structured and systematic first teaching of early literacy for all pupils.
- 4.2 Schools are expected to implement the National Curriculum inclusion statement ensuring that inclusive strategies are used to secure curriculum access and high quality teaching for all children. All children have an equal entitlement to access a broad and balanced curriculum. This involves effective teaching to enable them to develop literacy skills with support tailored to their needs, based on a cycle of assessment, intervention and review. Schools should intervene promptly and at

an early stage where children are not making age related progress, including at the early years of key stage 1.

- 4.3 There are a variety of teaching approaches and support strategies suitable for students identified as dyslexic. Schools should draw on a range of structured and multi-sensory teaching programmes and approaches suited to particular needs.
- 4.4 Schools have a duty to make “reasonable adjustments” to enable a child with a disability to be educated in their local mainstream school and not to treat such a child less favourably than their peers. This places significant obligations on the Governing Body and Head teacher.
- 4.5 Devon policy on the development of inclusive education reflects national policy and the LA is committed to developing the capacity of schools by helping to improve staff skills and confidence in working with children with diverse needs, including dyslexia.
- 4.6 Schools are expected to implement the National Curriculum inclusion statement (see 4.2, above) and the 2001 Code of Practice for SEN when considering the needs of any child who is experiencing difficulty in accessing any part of the curriculum.
- 4.7 The 2001 SEN Code's staged approach to identification, assessment and intervention is rooted in sound educational practice – teachers should plan teaching approaches based on assessment, implement those approaches and review the outcomes in terms of progress made by the child. Teachers can call upon a range of advice to help them in this work (see section 6.0 below).
- 4.8 Where schools need further advice they may request the assistance of professionals from outside the school in a cycle of assessment, planning and intervention and review. Such professionals may include an educational psychologist or specialist teacher.
- 4.9 Parents/carers and schools have a right to request that the Local Authority undertakes a statutory assessment of a child's needs under the terms of the 1996 Education Act. It is expected that schools will have followed the 2001 SEN Code of Practice and sought and implemented the advice of outside professionals before making such a request. Where parent/carers consider that their child may require a statutory assessment they are advised to discuss their concerns in detail with the head teacher or Special Educational Needs Co-ordinator (SENCo) of their child's school.

## **5.0 THE STATUTORY RESPONSIBILITIES OF THE LOCAL AUTHORITY (LA)**

- 5.1. The LA has the same statutory responsibilities to children experiencing literacy difficulties, including dyslexia, as it does to all children with special educational needs. The LA uses the 2001 SEN Code of Practice, working, wherever possible, with schools and parent/carers. A large proportion of the SEN budget is delegated to schools in Devon, enabling the needs of the great majority of children to be met by schools, using differentiated approaches to curriculum delivery. In a small number of cases, where needs are severe and where a child fails to make progress despite the school setting appropriate targets and implementing a focused programme of support, involving outside

agencies, the school and/or parents may decide to request initiation of a statutory assessment under the terms of the 1996 Education Act.

- 5.2 Requests for statutory assessment are considered by the Inclusive Education Panel, which meets weekly to consider such requests and to allocate resources. The Panel consists of LA officers, including the Principal and senior Educational Psychologists, the Adviser for SEN and Head teacher representatives. The assessment may result in a statement of SEN being written for the child, though not necessarily.
- 5.3 On rare occasions the authority may need to seek specialist provision for pupils whose needs cannot currently be met within a mainstream setting.
- 5.4 If the LA decides not to assess or not to issue a statement and the parent/carer disagrees with the decision s/he should discuss the situation with the Headteacher of the school and the County Special Education Team. S/he may also benefit from discussion with the Parent Partnership Service. Parents also have the right to appeal to the SEN and Disability Tribunal.
- 5.5 Details of all of the above procedures are available from the County Special Educational Needs Team or the Parent Partnership Service. (see Appendix 2)
- 5.6 Where a child has been issued with a statement of SEN the school is responsible for ensuring that his/her progress is formally reviewed by an Annual Review to which parents/carers should be invited. The head teacher must then submit a report which will be considered by the Inclusive Education Panel. Where a child has severe literacy difficulties or dyslexia it is recommended that parents/carers are involved in informal reviews on a termly basis.

## **6.0 GUIDANCE FOR SCHOOLS**

- 6.1 A Dyslexia Strategy Group, involving a range of LA professionals including Advisers, Educational Psychologists and Specialist teachers meets termly. This group is involved in the provision of a range of initiatives with the aim of raising the profile of dyslexia within the LA and improving the effectiveness of provision across LA schools. Such initiatives include:
  - Dyslexia Helpline: a weekly telephone and email helpline available to teachers, parents, governors and others concerned about the progress of pupils in relation to literacy and dyslexia.
  - Devon Inclusion Award - Dyslexia: the county's award process to help schools develop their dyslexia friendly practice in primary and secondary schools.
  - Secondary Dyslexia Network Groups: termly meetings offering support to and sharing good practice between secondary staff who are involved in dyslexia and literacy provision in secondary schools.
  - Making Devon Classrooms More Dyslexia Friendly: a CD Rom providing guidance for schools.

- QE Dyslexia Outreach and Support Centre: a service providing support and training opportunities for LA school staff.
- 6.2. The LA promotes the development of 'dyslexia-friendly' classrooms. Advice and training on whole-school approaches to literacy development and provision mapping are available from Advisers. Educational Psychologists and Specialist Outreach Teachers also provide advice to school staff and parents/carers; training, and where appropriate individual assessment. Further information about the role of specialist teachers and educational psychologists is included in sections 8.0 and 9.0 of this policy. Contact details for these support services are attached in appendix 2.
- 6.3 The Rose Review (2009) 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' provides a useful practical summary for schools of the latest research about dyslexia and how best to support pupils.

## **7.0 ASSESSMENT AND IDENTIFICATION**

- 7.1 In Devon it is felt that the skills necessary to identify children with dyslexia should be available within the school, rather than relying on identification by a small number of specialists such as educational psychologists or specialist teachers to which there may be limited access. Increasingly, teachers are able to identify children with a range of literacy needs and to this end the LA will provide information, training and support for school staff on how they can do so effectively.
- 7.2 Whilst the policy provides a definition of dyslexia it also recognises that *'what matters most is that children's difficulties with literacy learning are identified and addressed in ways that promote progress, whether or not they are described in terms of 'dyslexia'* (Rose review 2009)
- 7.3 There is no one test for dyslexia, rather, assessment should take place over time and involve careful evaluation of the pupil's response to teaching and targeted intervention.

## **8.0 THE ROLE OF SPECIALIST TEACHERS**

- 8.1 Queen Elizabeth's Specific Learning Difficulties Outreach and Support Centre offers schools guidance and support in meeting the needs of children with severe literacy difficulties and/or dyslexia.
- 8.2 They can be requested to work within a school or with specific students, either by the school directly or through the Educational Psychology service.

## **9.0 THE ROLE OF EDUCATIONAL PSYCHOLOGISTS**

- 9.1 Educational psychologists (EPs) have a wide role in supporting schools with their literacy and dyslexia provision and in discussing the needs of individual pupils where concerns arise. They will usually only become involved in further individual assessment where children are not making adequate progress (as defined in the SEN Code of practice and supporting LA guidance) and following school-based action.
- 9.2 Where a detailed assessment from an educational psychologist is called for to gain a deeper understanding of a pupil's needs the LA EP will examine the interaction between the learning opportunities provided and teaching methods employed and explore the cognitive, emotional, social and environmental factors that may be involved.
- 9.3 Psychologists undertaking detailed assessment will make use of the most recent professional guidelines available to them on appropriate assessment tools as well as up to date research relating to development of literacy skills and the barriers to such development.
- 9.4 Psychological assessment will:
- Look at progress over time and in relation to different contexts
  - Be formative and provide the necessary evidence to inform any required intervention
  - Involve parents / carers and the young person as essential contributors to the process
  - Consider the young person's strengths and difficulties
  - Generate hypotheses that consider the range of issues
  - Incorporate the child's understanding of his/her world
  - Draw, where appropriate, on the views of other professionals
- 9.5 The main focus of a psychological assessment will be to clarify the child's needs to inform an appropriate teaching programme. The assessment will clarify difficulties by evaluating three key aspects of the definition of dyslexia identified in this policy:
- that the pupil is learning/has learnt accurate and fluent word reading and/or spelling very incompletely, or (in older children) continues to have difficulties in applying learnt skills in a classroom context
  - that appropriate learning opportunities have been provided
  - that progress has been made only as a result of much additional effort/instruction and that difficulties have, nevertheless persisted.

**This policy was written and agreed in July 2011 by the Dyslexia Strategy group following consultation with educational psychologists and specialist teachers. It will be reviewed again in 2014 or sooner if significant changes are felt to be needed before this date.**

## APPENDIX 1

### A: FREQUENTLY ASKED QUESTIONS FOR SCHOOLS

#### **1. Does the policy suggest that all children with reading difficulties are dyslexic?**

No. There are many reasons why children struggle with literacy, for example poor vision; not having had access to appropriate teaching, or absence from school through sickness. Literacy difficulties exist on a continuum. There is no clear or absolute cut off point where a child can be said to have dyslexia. A child can be seen as having dyslexia if their reading and/or spelling skills develop incompletely or with great difficulty and the problem is severe and persistent.

In describing a child as dyslexic, many factors should be taken into account, not simply one score on a reading test viewed in isolation from other factors. Some cases will not be clear cut and whether or not to describe a child's literacy difficulties as dyslexia will be a matter of professional judgement.

Consideration should also be given as to whether using the term will be helpful for the individual child concerned. Some pupils find it reassuring to have their difficulties described in this way, but professionals and parents/carers should be aware of the danger of creating low expectations through the use of such a label.

It is important to recognise that

*'what matters most is that children's difficulties with literacy learning are identified and addressed in ways that promote progress, whether or not they are described in terms of 'dyslexia' (Rose review 2009)*

#### **2. Why do some children experience literacy difficulties and/or dyslexia?**

Professionals have not come to an agreement regarding the factors that underlie dyslexia. The processes underlying the development of reading and spelling are complex and it is likely that there are a number of different reasons as to why a child experiences literacy difficulties.

#### **3. Is dyslexia hereditary?**

Problems with literacy do appear to run in families although the interaction between genes and environment is complex. At present it is not possible to 'test' for dyslexia or identify literacy difficulties from genetic analysis. We have seen that reading and spelling are culturally evolved skills invented by humans to record spoken language and that they involve the successful integration of a number of different skills. Thus any genetic link is likely to be indirect and complex.

Research into this area will continue to be interesting. However, placing dyslexia in an educational context shifts the focus onto the teaching and wider educational environment. Certainly it is here that there is the greatest potential for positive change, whatever the child's genetic make-up.

#### **4. Can dyslexia occur across the full range of abilities?**

Yes. In the past the popular notion of dyslexia was of highly able children who had reading problems. Their difficulties stood out and were easily spotted. These days it is understood that dyslexia can occur at all levels of ability, and in all social classes and ethnic groups.

The notion of ability being somehow “fixed” is in itself open to challenge. Research evidence shows that children are highly responsive to changes in their educational and social environment. These have a significant impact on their sense of themselves as learners, their confidence and motivation. These in turn help determine their performance in school.

**5. Is it necessary to involve an educational psychologist in the recognition of dyslexia?**

It is not necessary to have an educational psychologist or other specialist to describe a child as dyslexic, although staff in schools will usually like to discuss the possibility with their allocated educational psychologist.

**6. As a SENCO what can I say to a parent/carer who has had an independent assessment, which concludes that their child is dyslexic?**

This is a very sensitive area and each case will be different but it is important that you acknowledge parents'/carers' perceptions and concerns.

The following information may be helpful in discussion:

- There is no one agreed definition or description of dyslexia, professionals working outside the local authority may be using an alternative definition and different assessment framework.
- There is no single test for dyslexia, but any assessment can contribute to the overall picture of a child's strengths and weaknesses and it is therefore advisable to read through and discuss the content of the report with parents.
- There are likely to be a number of recommendations made, and school should discuss with parents, which of these are appropriate and feasible, given the available resources.
- Parents should be reassured that appropriate support is available dependent on need, and not dependent on any label.

**7. If a child is identified as dyslexic what support should they be receiving?**

Children with severe and persistent literacy difficulties (dyslexia), should have received a graduated response to their needs in line with the Code of Practice. They are likely to be accessing Wave 3 (individualised) provision. Support should include effective literacy teaching and intervention; strategies to promote access to the curriculum in the classroom, including alternative methods of recording; and emotional support that is sensitive to the frustration often resulting from literacy failure.

**8. What level of literacy skill can I expect a child with dyslexia to achieve?**

Almost all children can learn to read and spell but pupils with dyslexia have greater difficulty in learning core literacy skills. Most struggle with literacy for the greater part of their school lives. However, with appropriate learning opportunities, support and encouragement the expectation would be that almost all pupils attain functional literacy skills before the end of their secondary education.

**9. If a child has been identified as dyslexic, does this mean that the LA should be asked to carry out a statutory assessment ?**

No, not necessarily. The needs of most dyslexic pupils can be met

at School Action or School Action Plus. Parents and schools can request a statutory assessment for any pupil they feel requires a level of support over and above what the school is able to provide. Further advice on this subject can be obtained from the County Special Educational Needs Team.

***10. Should I be using a particular teaching approach specifically for dyslexic pupils?***

No. Any teaching programme should be based on sound principles of effective literacy teaching and intervention, and adapted to take account of each child's individual strengths and weaknesses. Further information about effective interventions can be found in the publication 'What works for Pupils with Literacy Difficulties', by Greg Brooks 2007.

***11. Where can I go for further advice and support?***

There are a number of sources of support and information in Devon listed in Appendix 2.

## **B: FREQUENTLY ASKED QUESTIONS FOR PARENTS / CARERS**

### **1. Does the policy suggest that all children with reading difficulties are dyslexic?**

No. There are many reasons why children struggle with literacy, for example poor vision; not having had access to appropriate teaching, or absence from school through sickness. Literacy difficulties exist on a continuum. There is no clear or absolute cut off point where a child can be said to have dyslexia. A child can be seen as having dyslexia if their reading and/or spelling skills develop incompletely or with great difficulty and the problem is severe and persistent. In describing a child as dyslexic, many factors should be taken into account, not simply one score on a reading test viewed in isolation from other factors. Some cases will not be clear cut and whether or not to describe a child's literacy difficulties as dyslexia will be a matter for professional judgement.

Consideration should also be given as to whether using the term will be helpful for the individual child concerned. Some pupils find it reassuring to have their difficulties described in this way, but professionals and parents/carers should be aware of the danger of creating low expectations through the use of such a label. It is important to recognise that

*'what matters most is that children's difficulties with literacy learning are identified and addressed in ways that promote progress, whether or not they are described in terms of 'dyslexia' (Rose review 2009)*

### **2. Why do some children experience literacy difficulties and/or dyslexia?**

Professionals have not come to an agreement regarding the factors that underlie dyslexia. The processes underlying the development of reading and spelling are complex and it is likely that there are a number of different reasons as to why a child experiences literacy difficulties.

### **3. Is dyslexia hereditary?**

Problems with literacy do appear to run in families although the interaction between genes and environment is complex. At present it is not possible to 'test' for dyslexia or identify literacy difficulties from genetic analysis. We have seen that reading and spelling are culturally evolved skills invented by humans to record spoken language and that they involve the successful integration of a number of different skills. Thus any genetic link is likely to be indirect and complex.

### **4. Can dyslexia occur across the full range of abilities?**

Yes. In the past the popular notion of dyslexia was of highly able children who had reading problems. Their difficulties stood out and were easily spotted. These days it is understood that dyslexia can occur at all levels of ability, and in all social classes and ethnic groups.

### **5. Is the involvement of an educational psychologist needed to have dyslexia recognised?**

It is not necessary to have an educational psychologist or other specialist to describe a child as dyslexic, although staff in schools will usually like to discuss the possibility with their allocated educational psychologist.

**6. I have had an independent assessment carried out, which concludes my child is dyslexic? What can I now expect from school?**

You can expect school to read the report and to discuss its contents with you. It is worth noting that there is no one agreed definition or description of dyslexia and that professionals working outside the local authority may be using an alternative definition and different assessment framework.

School should acknowledge any recommendations made in the report, and should discuss with you how these may fit with existing support in school, and which of these they feel are appropriate and feasible, given the available resources.

You should be reassured that appropriate support is available in school to support your child, dependent on need, and not dependent on any label.

**7. If my child is identified as dyslexic what support should they be receiving?**

Children identified as dyslexic in accordance with the Devon policy (i.e. those children who are experiencing severe and persistent literacy difficulties despite appropriate teaching) should have received a graduated response to their needs in line with the Code of Practice. They are likely to be accessing an individualised education plan which is reviewed regularly. This should include effective literacy teaching and intervention; strategies to promote access to the curriculum in the classroom, including alternative methods of recording; and emotional support that is sensitive to the anxiety and frustration often resulting from literacy failure.

**8. What level of literacy skill can I expect a child with dyslexia to achieve?**

Unfortunately, it is impossible to predict exactly how much progress any one child will make over their school career. Almost all children can learn to read and spell to a functional level, but obviously pupils with dyslexia have greater difficulty in learning core literacy skills. Most struggle with literacy for the greater part of their school lives.

In spite of their difficulties, we would hope to enable children with dyslexia to be able to complete daily tasks such as writing a shopping list or looking up a phone number before the end of their secondary education. We would also hope that they understand and can use a range of strategies and aids (such as spellcheckers and voice recognition software) to support reading and writing tasks in their daily life. As adults, they may continue to need additional support with more complex tasks such as completing job applications or filling in forms.

**9. If a child has been identified as dyslexic, does this mean that the LA should be asked to carry out a statutory assessment ?**

Not necessarily. The needs of most dyslexic pupils can be met at School Action or School Action Plus. Parents and schools can request a statutory assessment for any pupil they feel warrants this. Further advice on this subject can be obtained from the County Special Educational Needs Team.

**10. Is there a particular teaching approach specifically for dyslexic pupils?**

No. It is sometimes assumed that once dyslexia is recognised, a particular teaching approach should be put into place. The reality is that different interventions work for different children. Any programme should continue to

support your child in developing their phonic knowledge and recognition of common words. It should be adapted to take account of their individual strengths and weaknesses and regularly monitored and reviewed.

***11. What can I do if I am unhappy with the support my child is receiving in school?***

Pupils make most progress when schools and parents work in partnership. Request a meeting with the special educational needs co-ordinator (SENCo) or the head teacher at which you can express your concerns and ask questions.

The Parent Partnership service can provide advice and support with regard to meetings in school (see contact details in Appendix 2)

***12. How will my child cope at secondary school?***

Transferring to secondary school can be an anxious time for pupils and parents. Most children make this transition without any problems. All Devon secondary schools are aware of the needs of dyslexic pupils and make provision for them, and will receive records and information about pupils needs from the feeder primary school. It can be helpful to identify, early on, a contact – (perhaps the form tutor or special educational needs co-ordinator) with whom you can discuss your child's needs at the start of the year, and who you can contact if you have any concerns.

***13. Will my child be eligible for support with exams?***

Pupils who have a history of support in school and who meet given criteria are eligible for extra support to access exams. Support can include, for example, extra time to complete exams, a reader, or a scribe. Support is based on the pupil's presenting needs and is not dependent on the pupil having been given the 'dyslexic' label.

***14. Where can I go for further advice and support?***

There are a number of sources of support and information in Devon listed in Appendix 2 of this policy.

## APPENDIX 2

### USEFUL CONTACTS

#### Learning and Development Partnership:

- **Special Educational Needs (SEN) Advisers:**  
Tel: 01392 384846 (admin) [allen.simkin@devon.gov.uk](mailto:allen.simkin@devon.gov.uk)
- **Educational Psychology Service:**  
Tel: 01392 686300 [helen.mcallister@devon.gov.uk](mailto:helen.mcallister@devon.gov.uk)

#### Devon Dyslexia Helpline:

Tel 01392 680669 [dyslexiahelpline@devon.gov.uk](mailto:dyslexiahelpline@devon.gov.uk)

#### County Special Education Team

Tel: 01392 383913 [cset@devon.gov.uk](mailto:cset@devon.gov.uk)

#### Queen Elizabeth's Outreach and Specific Learning Difficulties Support Centre

Tel: 01363 775871 [a.atherton@queenelizabeths.devon.sch.uk](mailto:a.atherton@queenelizabeths.devon.sch.uk) and  
[d.lynch@queenelizabeths.devon.sch.uk](mailto:d.lynch@queenelizabeths.devon.sch.uk)

#### Parent Partnership Service:

Tel: 01392 383080 [sue.brealey@devon.gov.uk](mailto:sue.brealey@devon.gov.uk)

#### DISC Plus (Devon's special needs information directory)

<http://www.devon.gov.uk/discplus>

#### British Dyslexia Association

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) [helpline@bdadyslexia.org.uk](mailto:helpline@bdadyslexia.org.uk)

Tel: 0845 251 9002

#### Dyslexia Action

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

#### Devon PATOSS

<http://www.patoss-dyslexia.org/LGDevon.html>

Penny Harris [penny@dyslexia-solutions.co.uk](mailto:penny@dyslexia-solutions.co.uk)

Tel: 01392 203290

#### Inclusion Development Programme (free online course in dyslexia)

<http://nationalstrategies.standards.dcsf.gov.uk/node/116691> or to download courses go to the South West Regional Hub:

[http://www.swlahub.org.uk/view\\_folder.asp?folderid=5891&depth=1&rootid=5891&level2id=5891&level1=](http://www.swlahub.org.uk/view_folder.asp?folderid=5891&depth=1&rootid=5891&level2id=5891&level1=)