

- For some children who have significant difficulties with literacy skills, we return to monitor their progress after 6 months and provide updated recommendations. After this, we are available to provide further informal advice on request from schools.



Teaching

- For a small number of children with significant, persistent needs we may provide once weekly time-limited teaching in schools. During this time, we work alongside school staff to provide informal training and develop their knowledge.
- We have also provided video training to model teaching intervention sessions for pupils following our programmes. This helps to provide training and support for their teaching assistants.

What training do we offer?

- Twilight training sessions for whole schools or groups.
- Workshops on a variety of themes such as:
 - supporting persistent literacy and numeracy difficulties
 - dyslexia, dyscalculia and maths difficulties
 - effective phonics teaching for all phases
 - reading and spelling longer words and subject vocabulary
 - spelling choices
- These workshops are delivered to school staff in all phases across the local authority.

Inclusive Dyslexia Friendly Schools Award

- We are keen to encourage an inclusive whole school approach which enables all children to learn more effectively.
- The team has researched and written the North Tyneside Inclusive Dyslexia Friendly Schools Award which schools can apply to work towards, in partnership with the team.

Useful Websites

- View the Dyslexia Team's page at www.southlands.org.uk/dyslexia-team
- View the Dyslexia Team's website at www.ntdyslexia.org.uk



The Riverside Centre, Minton Lane, North Shields, NE29 6DQ

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Email: mary.mackenzie@ntlp.org.uk

View our webpage at www.ntdyslexia.org.uk

Follow us on twitter @NTDyslexiaTeam

Who are we?

- A team of specialist teachers with post-graduate qualifications and Associate Membership of the British Dyslexia Association (AMBDA) who have been trained to assess and teach children with dyslexia/persistent literacy difficulties.
- We also assess for specific difficulties with numeracy.
- We work in mainstream schools in North Tyneside.
- We provide an advice and consultation service for school staff in ARP's and special schools. This includes access to the team's training workshops and resources to address difficulties with sound awareness, phonics, reading and spelling.

What do we provide?

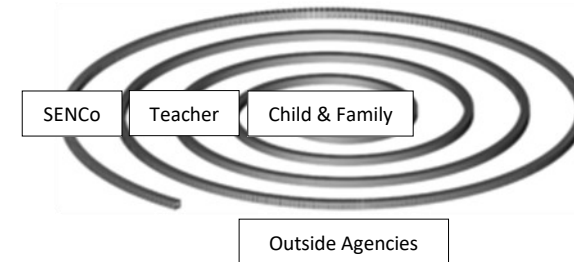
- Assessments of children referred to us by mainstream schools.
- Written reports and recommendations for schools and parents/carers.
- Structured programmes of work to support children.
- Advice and resources to help schools deliver support programmes.
- Teaching of some children with significant specific literacy difficulties.
- Training for whole schools, groups within schools, individual staff members and other agencies.

Current information about Dyslexia

- Dyslexia is a term which is used to describe persistent problems with phonics, reading accuracy and spelling resulting from specific underlying difficulties.
- The Department for Education has adopted a definition of Dyslexia from the 2009 government funded Rose Report. This is quoted by the Dyslexia-Specific Learning Difficulties Trust and viewed at www.thedyslexia-spldtrust.org.uk on their resources page in the parents' section. The Trust receives funding from the Department for Education to provide information for schools, parents, teachers and the wider sector.
- The Dyslexia Team does not provide a formal diagnosis of dyslexia as the team's role is to identify pupils' specific difficulties and devise programmes to address these.
- The team provides advice about ways to address difficulties with sound awareness, phonics, reading and spelling, including strategies for supporting children and young people in class.

How are referrals sent to the Dyslexia Team?

- Schools send referrals to the Dyslexia Team. Written parental permission is required before children can be referred.
- The Dyslexia Team's referral system reflects the Special Educational Needs and Disability Code of Practice for schools: children's needs are identified by schools, additional support is put into place and evaluated. Following this, a referral to the team may be the next step if a child is not making the expected level of progress. This approach helps to identify children with more severe needs who may require specialist help.
- If the referral indicates that a child may have significant specific difficulties with literacy or numeracy, a specialist teacher from the team will contact school to arrange an assessment. If the referral indicates that the child's needs are less severe, informal advice and resources will be offered by the team to provide support.
- The team's specialist assessments begin at the age of 6 years 6 months. Assessments for specific numeracy difficulties begin at the age of 7 years.



Meeting with parents and supporting schools

- If the child has an initial assessment from the team, parents/carers will be invited by the school to a meeting to discuss the specialist teacher's findings.
- We will provide a report and recommendations for a teaching intervention programme to help the child/young person. Some recommendations can be supported through activities at home.
- Our assessment results show that individualised programmes which are delivered regularly each week are effective in addressing children's specific literacy difficulties. This approach aims to support schools in their efforts to address children's needs.