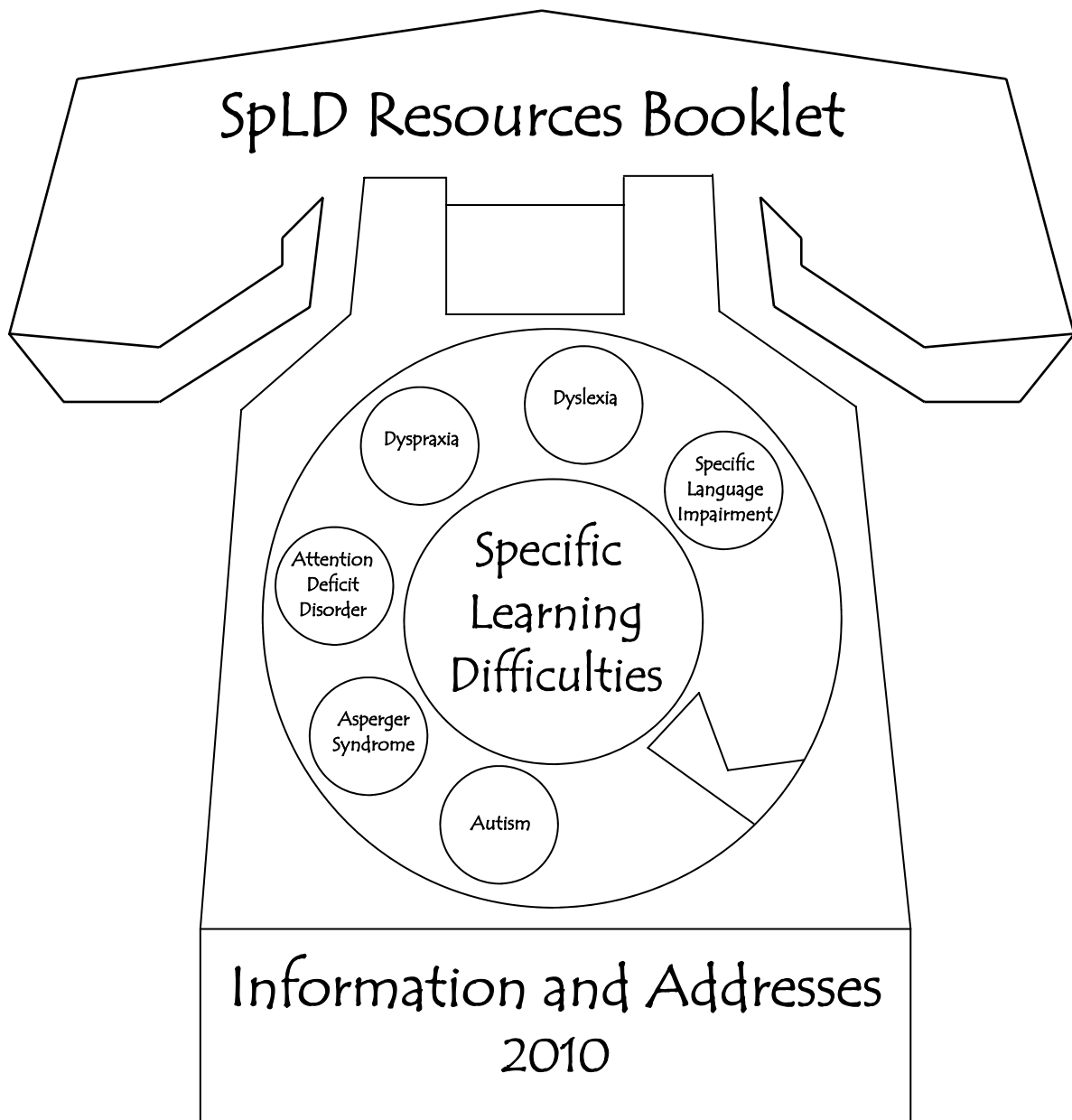


Specific Learning Difficulties

Registered Charity Number: 1097477



Distributed by: Patoss Ltd

PO Box 10
Evesham
Worcestershire
WR11 1ZW
tel: 01386 712650 fax: 01386 712716
email: patoss@sworcs.ac.uk
website: www.patoss-dyslexia.org

patoss
THE PROFESSIONAL ASSOCIATION
OF TEACHERS OF STUDENTS WITH
SPECIFIC LEARNING DIFFICULTIES

TABLE OF CONTENTS

To Schools and Parents	4
Further Copies	4
Acronyms Appearing in this Resource Booklet.....	4
1 Specific Learning Difficulties	5
1.1 What is a Specific Learning Difficulty (SpLD) ?	5
1.1.1 The identification of a specific Learning difficulty	5
1.1.2 Child Development Centres (CDCs)	6
1.2 National Organisations	6
2 Dyslexia.....	7
2.1 National Organisations	8
2.1.1 Useful Publications and Games.	9
2.1.2 Online Resources	9
2.2 Early Years	10
2.2.1 Early Years Publications and Games.....	10
3 Developmental Co-ordination Disorder (Dyspraxia).....	11
3.1 National Organisations	12
3.1.1 Useful Publications and Resources.....	12
3.2 Early Years	13
3.2.1 Early Years Publications and Games	13
4 Handwriting Difficulties	13
4.1 National Organisations	14
4.1.1 Useful Publications.....	14
4.1.2 Useful Materials and Software	14
4.1.3 Online Resources.....	15
5 Attention Deficit (Hyperactivity) Disorder.....	15
5.1 National Organisations	17
5.1.1 Useful Publications.....	18
5.1.2 Online Resources	18
5.2 Early Years	18
5.2.1 Early Years Publications and Courses	18
6 Nutrition	19
6.1 National Organisations	19
7 Autism and Asperger's syndrome	19
7.1 National Organisations	20
7.1.1 Useful Publications and Games	21
7.1.2 Online Resources.....	22
7.2 Early Years	22
7.2.1 Early Years Publications and Resources.....	22
8 Vision and Hearing.....	23
8.1 Vision	23
8.1.1 Treatment for Visual Problems.....	24
8.2 Lenses and Overlays.....	25
8.2.1 Useful Addresses	25
8.2.2 Online Resources	26
8.3 Hearing	26
9 Specific Language Impairment.....	27
9.1 National Organisations	27
9.1.1 Useful Publications, Resources and Software	28
10 General Information	29
10.1 National Organisations	29
10.1.1 Local Sources of Information and Advice	30
10.1.2 Disability Living Allowance (DLA).....	31
10.1.3 Useful Publications and Online Resources	31
11 Mental Welfare and Parenting.....	31
11.1 Bullying and Exclusion	31
11.2 National Organisations	31
11.2.1 Useful Publications and Online Resources	32
11.3 Mental Health	32

11.4 National Organisations	32
11.4.1. Useful Publications and Online Resources	33
11.5 Resources for Parenting and Mentoring	33
12 Literacy	34
12.1 National Organisations	34
12.1.1 Useful Publications	34
12.1.2 Online Resources	35
12.1.3 Literacy Software	35
12.2 Library Services	36
12.2.1 National Cassette Libraries	36
13 Numeracy	37
13.1 Maths Problems	37
13.1.1 Useful Publications and Resources	37
13.1.2 Online Resources	38
13.1.3 Maths Software	38
14 Enlisting Specialist Help	38
14.1 When is specialist help needed?	38
14.2 Getting advice	39
14.3 What is a SpLD teaching qualification?	39
14.4 Taking up references	39
14.5 What the SpLD specialist will need	39
14.6 Testing for SpLD: Diagnostic Teaching Assessment	40
14.7 Paying for out-of-school help	40
14.8 Finding out-of-school help	41
14.9 Alternative therapies	41
15 School and LA Help	41
15.1 Choosing a School	41
15.1.1 Information and Advice on Schools	41
15.1.2 Useful Publications and Online Resources	42
15.2 SEN Regulations	42
15.3 Individual Education Plan (IEP)	43
15.4 Statementing and Transition Plans	43
15.4.1 Information and Advice on Statementing	43
15.4.2 Useful Publications	44
15.5 Befriender Schemes	45
15.6 Parent Partnership Schemes	45
16 Information Communication Technology	45
16.1 Advice and Support	45
16.1.1 Speech Recognition Systems	46
16.2 ICT Assessment	46
16.3 Advisory Centre	47
16.3.1 Useful Publications	47
16.3.2 Computer Equipment and Resources	47
16.4 Computer Tuition and Keyboard Skills	48
16.4.1 Useful Publications	48
16.5 Early Years Information Communication Technology	49
16.5.1 Early Years Software Suggestions	50
17 Studying and Exams	51
17.1 Study Skills	51
17.2 Study Skills Courses	51
17.2.1 Useful Publications	52
17.2.2 Online Resources	52
17.2.3 Useful Software Products	52
17.3 Special Arrangements for Examinations	53
17.3.1 Useful Publications	53
17.3.2 GCE, VCE, GCSE & GNVQ Examinations	54
17.3.3 Useful Publications and Online Resources	55
18 Adults with Specific Learning Difficulties	55
18.1 National Organisations	55
18.1.1 Useful Publications	56

18.1.2 Online Resources	56
18.2 Driving and Driving Tests	56
18.2.1 Theory Test	57
18.2.2 Practical Test	57
18.2.3 Helpful Hints	57
18.2.4 Useful Publications and Resources	58
18.3 General Services	58
19 Educations and Employment for Adults	58
19.1 Education	58
19.1.2 National Organisations	59
19.1.3 Useful Publications	59
19.2 Further Education	59
19.2.1 National Organisations	60
19.2.2 Useful Publications	60
19.3 Universities and Higher Education	60
19.3.1 Disabled Students' Allowances (DSAs)	61
19.3.2 National Organisations	61
19.3.3 Useful Publications and Online Resources	61
19.4 Life-Long Learning	62
19.4.1 National Organisations	62
19.4.2 Online Resources	62
19.4.3 Useful Publications	63
19.5 Career Guidance	63
19.6 Training and Employment	63
19.6.1 National Organisations	64
19.6.2 Useful Publications and Online Resources	65
19.6.3 Online Resources	65
20 Qualifications for Teachers & Professionals	65
20.1 BDA Approved Teacher Status (ATS)	66
20.2 Associate Membership of the BDA (AMBDA)	66
20.3 SpLD Assessment Practising Certificate	66
20.4 Professional Associations	67
20.5 Courses and Programmes for Professionals	68
20.5.1 Mathematics Courses and ICT Training	70
21 Resources and Information for Teachers	70
21.1 National Resources and Organisations	70
21.2 Useful Publications	71
21.2.1 Specific Learning Difficulties	71
21.2.2 Literacy	71
21.2.3 Maths	72
21.2.4 Speech and Language Therapy	72
21.2.5 Social Skills Resources	73
21.2.6 Online Resources	73
22 Publishers and Stockists	73
22.1 ICT Suppliers	78
Re Order Details	79

To Schools and Parents

This resource booklet has been produced to provide information for parents and teachers of children with specific learning difficulties (SpLD). There is a separate section for adults with similar difficulties. The Patoss Index of Tutors and Assessors working in the United Kingdom can be purchased from Patoss Limited, see page 67.

We believe that the information in this booklet is accurate as at March 2010. Telephone numbers in particular are liable to change, so if you come across errors please help us by contacting the Editor to ensure that future editions are up-to-date. Users are advised to judge for themselves the value of any organisation they contact.

Further Copies

The contact details for ordering further copies of this booklet can be found on the rear cover.

Acronyms Appearing in this Resource Booklet

ADHD Attention deficit (hyperactivity) disorder. **ASD** Autistic Spectrum Disorder. **AS** Asperger's Syndrome. **BDA** British Dyslexia Association. **CAB** Citizens Advice Bureau. **CD** Conduct disorder. **CDC** Child Development Centre. **DCD** Developmental Co-ordination Disorder. **DCSF** Department for Children, Schools and Families. **DEA** Disability and employment adviser. **DLA** Disability Living Allowance. **DSA** Disabled students allowance. **DIAL** National Association of Disablement Information and Advice Services. **Dip.** Diploma. **DIUS** Department for Innovation, Universities and Skills. **DLD** Developmental Language Disorders. **EBD** Emotional and Behavioural Difficulties. **FE** Further Education. **GP** General Practitioner. **HE** Higher Education. **ICA** Invalid Care Allowance. **IEP** Individual Education Plan. **ICT** Information Communication Technology. **IQ** Intelligence Quotient. **LA** Local Authority. **LST** Learning Support Teacher. **NHS** National Health Service. **OCD** Obsessive Compulsive Disorder. **OCR** Oxford and Cambridge and Royal Society of Arts (Examination Board). **ODD** Oppositional Defiant Disorder. **OFSTED** Office for Standards in Education. **OU** Open University. **PATOSS** Professional Association of Teachers of Students with Specific Learning Difficulties. **PDD** Pervasive Developmental Disorder. **SALTS** Speech and Language Therapists. **SASC** SpLD Assessment Standards Committee. **SEN** Special Educational Needs of all types. **SENCO** Special Educational Needs Co-ordinator. **SLI** Specific Language Impairment. **SpLD** Specific Learning Difficulties. **VAT** Value Added Tax.

1 Specific Learning Difficulties

1.1 What is a Specific Learning Difficulty (SpLD) ?

Margaret Bevan, tutor to teachers seeking qualifications on the OCR courses for teaching children and adults who have SpLDs writes:

‘Specific Learning Difficulty’ is a term used to denote unevenness in a student’s ability to learn. Some types of learning, and tasks, may be easy, while others can be extremely difficult. We are all a mixture of strengths and weaknesses and there is a valid view that the term ‘Specific Learning Differences’ would be more appropriate.

Many learners with a SpLD find that they can help themselves by using compensatory materials or routes to learning; others need help to find them, and will require direct instruction in those areas that are problematic. It is vital that we identify these people with their particular SpLD or SpLDs. Clear identification of the nature of their difficulty will enable an appropriately qualified educator to be involved. Parents, or adults with a SpLD, can join self-help groups, and relevant literature can be identified and accessed.

More importantly, recognising that they are not stupid can lead students to improved motivation to overcome difficulties and to the development of solid self-esteem.

1.1.1 The identification of a specific Learning difficulty

Learning difficulties are likely to be identified after examination by an educational psychologist or occupational, physio - or speech and language therapist. The process may well conclude that the child or young person has difficulty in one area or a combination of the following:

- Literacy Difficulty: Dyslexia
- Developmental Co-ordination Disorder/ Dyspraxia
- Handwriting Difficulty (sometimes known as Dysgraphia)
- Specific Difficulty with Mathematics (sometimes known as Dyscalculia)
- Speech, Language and Communication Difficulty (Specific Language Impairment)
- Autism / Asperger’s syndrome
- Attention Deficit / Hyperactivity Disorder (often known just as ADHD)
- Memory

Unless specialist help is given as soon as a problem is recognised, the child with a SpLD will struggle to achieve at his ability level, to overcome his co-ordination problems or to communicate appropriately. Many SpLD pupils may well be much slower than their peers to process information or complete written tasks. This may become a major issue with the additional pressures of secondary school. The adolescent with a SpLD, requires well-informed, sensitive support.

Whatever the diagnosis, if the root cause is dealt with swiftly, sympathetically and consistently, the child is more likely to be motivated to work to overcome problems and be optimistic about the future.

1.1.2 Child Development Centres (CDCs)

Help and advice is often available from the local CDC where children's healthcare professionals work. They may be able to offer assessment/ advice if a developmental disorder is suspected.

1.2 National Organisations

Dyscovery Centre (for dyslexia, dyspraxia, attention deficit disorder and autistic spectrum disorders)

Allt-Yr-Yn Campus, University of Wales, Newport NP20 5DA

Tel: 01633 432 330 Fax: 01633 432331 Email: dyscoverycentre@newport.ac.uk

Website: <http://dyscovery.newport.ac.uk/dyscovery/index.aspx>

Multi-disciplinary centre offering assessment and treatment of children and adults with SpLD.

Referral can be made through the GP, LA, social services and employment services, but is dependent on local policy. Independent referrals can also be made by the parent, carer or individual. Offers training sessions for professionals, including a distance learning certificate, see page 68. Over 100 fact sheets have been produced See 'Useful Publications' on page 12.

Fledglings

Wenden Court, Station Approach, Wendens Ambo, Saffron Walden, Essex CB11 4LB

Tel: 0845 458 1124 Fax: 0845 280 1530 Email: enquiries@fledglings.org.uk

Website: www.fledglings.org.uk

Offers a free product search service for families who have a child with special needs.

Fledglings can supply a wide range of educational items and developmental toys, including products from most of the companies listed in the section starting on page 73.

OAASIS - Office for Advice, Assistance, Support and Information on Special Needs

The Croft, Vicars Hill, Boldre, Lymington, Hants SO41 5QB

Helpline Tel: 0800 197 3907 (free to landline, not mobile) Email: oaasis@cambianguroup.com

Website: www.oaasis.co.uk For parents and professionals interested in SEN. Free information sheets on a range of learning disabilities and other related SEN topics.

Partners in Education UK Limited

42 Ladbroke Drive, Potters Bar, Hertfordshire EN6 1QR

Tel/Fax: 01707 642745 Email: partnersineducationukltd@btopenworld.com

Website: www.partnersineducation.co.uk

Provides training for parents (and teachers) of children with a SpLD on Helping Their Child at Home, and runs courses for all those helping pupils with Maths Difficulties. For further information see page 69 or go to the website.

2 Dyslexia

This term covers a range of areas in relation to literacy, as this definition from the British Dyslexia Association (BDA) suggests:

“Dyslexia is best described as a combination of abilities and difficulties which affect the learning process in one or more of the following:

- Reading
- Spelling
- Writing
- Sometimes numeracy / language

Accompanying weaknesses may be identified in the following areas:

- Speed of processing
- Short-term memory
- Sequencing
- Auditory and/or visual perception
- Spoken language and motor skills

Some children have outstanding creative skills, others have strong oral skills. Whilst others have no outstanding talents they all have strengths. Dyslexia occurs despite normal intellectual ability and conventional teaching; it is independent of socio-economic or language background. It is, however, more easily detected in those with average or above average intelligence.”

Reading and spelling call on short-term memory, coding and sequencing skills. While many dyslexics fall behind with their reading, others whose reading reaches the expected level are at risk of being overlooked. Their difficulties may centre on written work and spelling.

Taking notes, copying, learning a foreign language, memorising sequences, extracting the meaning from questions and recalling names and facts may all need special attention or even be impossible. Many of these tasks are harder for the dyslexic to master because of a weak short-term memory. The short-term memory holds pieces of information in the mind for a period that is long enough to allow accurate processing. It is vital to the reading process, for instance, and where poor, can affect every aspect of school work, particularly arithmetic. Information moves through the short-term memory to the long-term memory.

Multi-sensory learning offers the best route to the memory and counteracts distractibility. Good intelligence and motivation, together with appropriate self-help strategies are the factors most likely to lead to the realisation of a dyslexic individual's actual potential.

Information Communication Technology (ICT) is helping many dyslexics to keep up at secondary school and beyond. By reducing the level of errors and improving quantity and presentation, ICT contributes to maintaining motivation and self-esteem.

2.1 National Organisations

Adult Dyslexia Centre (Thames Valley)

2 Denmark Terrace, Denmark Street, Maidenhead SL6 7FM

Tel: 01628 670054 / 07921 022 589 Email: askus@adult-dyslexia-centre.co.uk

Website: www.adult-dyslexia-centre.co.uk

We carry out assessments using APC qualified SpLD tutors and offer a range of services including tuition, mentoring, short courses, information, advice and counselling.

Arts Dyslexia Trust, see page 55.

Bristol Dyslexia Centre

10 Upper Belgrave Road, Clifton, Bristol BS8 2XH

Tel: 0117 973 9405 Fax: 0117 923 9703 Website: www.dyslexiacentre.co.uk

Gives Email advice nationally/internationally through website enquiries. Produces software: The Nussy Learning Programme and BrainBooster study skills. Gives training and lectures around the country; tuition for local children.

British Dyslexia Association (BDA)

Unit 8 Bracknell Beeches, Old Bracknell Lane, Bracknell RG12 7BW

Helpline Tel: 0845 251 9002 Office Tel: 0845 251 9003 Fax: 0845 251 9005

Email: helpline@bdadyslexia.org.uk or admin@bdadyslexia.org.uk

Website: www.bdadyslexia.org.uk

This national organisation has 80 affiliated associations. Members of local dyslexia associations usually receive a free copy of the BDA '**Contact**' magazine. The BDA produces information sheets which can be ordered from the above address or downloaded from the web. Numerous publications include the annual '**Dyslexia Handbook**'.

Dyslexia Action (incorporating the Hornsby International Dyslexia Centre)

Park House, Wick Road, Egham, Surrey TW20 0HH

Tel: 01784 222300 Fax: 01784 222333 Email: info@dyslexiaaction.org.uk

Website: www.dyslexiaaction.org.uk

The DA has a network of centres and outposts around the UK. DA provides assessment, teaching for all ages and trains specialist teachers, see page 68. It also offers resources such as 'Spelling and Tracking' 'Spelling Pack Player' and 'Units of Sound,' all multimedia literacy programmes available on CD ROM, see page 71, available online.

Dyslexia Scotland (DS)

Stirling Business Centre, Wellgreen, Stirling FK8 2DZ.

Helpline Tel: 0844 800 8484 or Tel: 01786 446650 Fax: 01786 471235

Email: info@dyslexiascotland.org.uk Website: www.dyslexiascotland.org.uk

DS provides information and support to dyslexic adults and children, parents of dyslexic children, students, teachers, and psychologists. There is a resource centre at Stirling and branches throughout Scotland.

Helen Arkell Dyslexia Centre

Arkell Lane, Frensham, Farnham, Surrey GU10 3BW

Tel: 01252 792400 Fax: 01252 795669. Email: enquiries@arkellcentre.org.uk

Website: www.arkellcentre.org.uk

Catalogue of books, materials and reading lists. Training courses, see page 68. Free consultation with a professional.

Literacy & Lifestyle Assessment and Research Centre

16 Lambolle Road, London NW3 4HP

Tel: 07787 540 910 Website: www.literacyandlifestyle.com

Contact Dr. Estelle Doctor. Specialises in the assessment of children and adults who have difficulties related to reading and spelling.

The Bloomfield Learning Centre

The Munro Centre, 66 Snowfields, London SE1 3SS

Tel: 0203 228 9766 / 67 Fax: 020 3228 9720 Email: Priti@blearning.biz

Website: www.blearning.biz

Assessment and teaching unit for 16-18 year olds with Specific Learning Difficulties, esp. dyslexia. All teachers are fully qualified. All teaching is individual. Children attend the Centre for between 1 and 2 hours per week during school term times. We also provide school inset and teachers' training courses.

The Dyslexia Teaching Centre

23 Kensington Square, London W8 5HN

Tel: 0207 361 4790 Fax: 0207 938 4816 Email: info@dyslexiateachingcentre.co.uk

Website: www.dyslexiateachingcentre.co.uk

Teaching; assessments; consultations for children and adults. An educational psychologist's test and report can be arranged. A small bursary fund is available.

2.1.1 Useful Publications and Games

There are a large number of informative publications on the subject of dyslexia. The **BDA**, **Dyslexia Action**, **Helen Arkell Centre** (see page 8) and **Patoss**, (see page 67), will all supply recommended reading lists on request. The publications below would be a good starting point for any parent or teacher.

Overcoming Dyslexia: A Straight forward Guide for Families and Teachers by B Hornsby. 1996. Vermilion. ISBN: 0091813204

How to Detect and Manage Dyslexia: A Reference and Resources Manual by P Ott. 1997. Heinemann. ISBN: 0435104195

So, You Think You're Dyslexic? by R Birkett. 2001. Egon Publishers Limited. ISBN:1899998535. A book for the older dyslexic to listen to or read

Practical Strategies for Living with Dyslexia by M Chivers. Jessica Kingsley Publishers. ISBN 185302905X.

How Dyslexics Learn: Grasping the Nettle by Dr K Saunders and A White. 2002. Available from Patoss. ISBN: 095393151X. Concentrates on the successful strategies dyslexics have used and the positive traits associated with dyslexic learners. Accessible to parents, teachers, and professionals.

2.1.2 Online Resources

www.dyslexia-teacher.co.uk/t23.html Monthly newsletter for children and adults

www.patoss-dyslexia.org This is the PATOSS site, see page 67. Useful information sheets on ICT, maths and music etc. (aimed at teachers) etc. can be downloaded.

2.2 Early Years

Janet Wood from LLU+ see page 69, writes:

“It is not possible to diagnose dyslexia in a child who has not yet been taught to read. There are, however, ways of identifying pre-school children who are at risk of literacy difficulties. Children considered to be at risk are those who have a difficulty in developing skills that form the foundations for literacy development or have a history of dyslexia in the family. The skills that form the foundation of literacy development include:

- **Spoken speech and language development.**
- **Alphabetic knowledge:** singing or reciting the alphabet and learning some letter sounds, associated with pictures.
- **Phonological awareness:** being aware that spoken words are made up from smaller parts, such as syllables and individual sounds. Normally developing pre-school children are not expected to be able to identify the individual sounds in words, but they display developing phonological awareness through the knowledge of rhyme, e.g. learning songs and nursery rhymes and awareness of the rhythm of words, clapping out words or syllables in songs.

2.2.1 Early Years Publications and Games

Before Alpha: Learning Games for the Under Fives (Human Horizons) by B Hornsby. 1996. Souvenir Press Limited. ISBN: 0285633279. Includes the Hornsby Auditory Discrimination, Repetition and Spelling Ability Test.

So you think you've got problems? by R Birkett. Egon Publishers Limited, see page 74. ISBN: 0905858859. A book for young dyslexics to read or listen to.

Indications of Dyslexia BDA leaflet, see page 8.

Things That Go Together (Early Learning shops).

Slug in a Jug (Orchard Toys), see page 76.

Fledglings see page 6, has a good range of educational games in stock.

For software products that are suitable for children aged 3-7 years, see page 50. **DIY Readers' Support Pack for Parents** Skills and reading activities for children beginning to learn to read. Dyslexia Action, see page 8.

3 Developmental Co-ordination Disorder (Dyspraxia)

The general description of 'clumsy child' for a child with co-ordination difficulties is now rarely heard. Developmental Co-ordination Disorder (DCD) or dyspraxia are more likely to be used. Specialists in the field may also use dyspraxia or Specific Developmental Disorder of Motor Function (SDD-MF). The diagnosis will depend on which group of difficulties the child or adult experiences.

Particular problem areas are listed below with some of the consequences for the child, both at work and play. There is wide variation in the way different children cope with similar difficulties. Support and encouragement to use helpful strategies can greatly improve their chances of feeling comfortable in the classroom and playground.

A child affected by weak perceptuo-motor skills :

- May have difficulty with self-help skills, such as dressing, using a knife and fork or cleaning teeth.
- May have difficulty or be slow with such classroom skills as cutting with scissors, using a ruler and handwriting.
- May find it hard to understand or follow rules, in the classroom and in the playground.
- May have difficulty understanding and following maps or diagrams and other spatial tasks.
- May have difficulty in physical education lessons, catching a ball, playing ball games and activities that involve balance, such as riding a bicycle or roller-skating.
- May be generally untidy and disorganised.
- May have difficulty with articulation of speech.

Such a child may have difficulty making friends and so be lonely both in and out of school. The child may be laughed at, or even bullied. Low self-esteem can be the result.

Associated difficulties

- May find instructions hard to remember.
- May have difficulty concentrating or be hyperactive.
- May be immature in contrast to peers.
- May have other problems with specific areas of learning eg. dyslexia.
- May have problems with language.
- May be sensitive to high levels of noise.
- May experience over-activation of the protective senses (sensory defensiveness).

Ask your doctor or the school medical service for a diagnosis. They may refer the child to a paediatrician or child development centre, see page 6. The assessment can be made by a psychologist, neurologist, physiotherapist, speech therapist or occupational therapist. An adult should ask their doctor for a referral to a neurologist, or clinical or educational psychologist.

Provision is variable but DCD is increasingly recognised as a disorder requiring treatment. This normally involves some sort of structured exercise programme, usually planned by an occupational therapist or paediatric physiotherapist, so that the child can master particular motor and perceptual skills. These will encourage children to develop their abilities progressively, by building on small successes. Children with DCD may need extra support in school and the SENCO is responsible for this.

3.1 National Organisations

Dyscovery Centre see page 6.

Dyspraxia Connexion

21 Birchdale Avenue, Hucknall, Nottingham. NG15 6DL

Helpline: 0115 963 2220 (10 am – 2 pm Tues and Wed during term-time).

Website: www.dyspraxiaconnexion.org.uk

Newsletter. Support services and meetings, camping weekends, conferences, family fun days etc.

Dyspraxia Foundation

8 West Alley, Hitchin, Hertfordshire SG5 1EG

Helpline: 01462 454986 (10 am – 1 pm Monday - Friday) Admin Tel: 01462 455016

Fax: 01462 455052 Email: dyspraxia@dyspraxiafoundation.org.uk

Website: www.dyspraxiafoundation.org.uk

The Foundation seeks every opportunity to increase understanding about dyspraxia, and organises conferences, supports local co-ordinators, including a group for adults, and publishes **Dyspraxia News**, a regular newsletter. An information pack is available.

The British Association of Occupational Therapists and College of Occupational Therapists

106-114 Borough High Street, Southwark. London SE1 1LB

Tel: 020 7357 6480 Website: www.cot.org.uk

A national list of members available for private work with children/young people.

3.1.1 Useful Publications and Resources

The **Dyspraxia Foundation** see above, and the **Dyscovery Centre** see page 6, both offer fact sheets covering most aspects of dyspraxia (small charge).

Dyspraxia: Developmental Co-ordination Disorder by Dr A Kirby. 2006. Souvenir Press Limited. ISBN: 0285635123. A parent's guide from pre-school to adulthood.

Helping children with Dyspraxia by M Boon 2000. Jessica Kingsley Publishers, see page 75. ISBN 1853028819

The Out of Sync Child by C Stock Kranowitz. 1998. G P Putnam Sons. ISBN: 0399523863. The book offers an explanation for the child who may have been labelled as difficult, prickly, oversensitive, clumsy or inattentive.

The College of Occupational Therapists Specialist Section - Independent Practice

Enquiry Tel: 0800 389 4873 Website: www.cotss-ip.org.uk

The group maintains a database of independent, State Registered, OTs.

3.2 Early Years

Pre-school children with DCD typically display a wide range of difficulties. Developmental milestones such as sitting, walking, self-feeding and toilet training may have been achieved later than expected. By the time the child is 3 years old, the parents of a child with DCD will usually be aware that there is a problem. Abilities such as spatial awareness, perceptual skills and language development, which are usually emerging at this time, may not develop until the child is 5 or 6 years old. At school, the young child with DCD will often experience difficulties with letter formation and speed of writing, see dysgraphia, see below.

3.2.1 Early Years Publications and Games

Take Time: Movement Exercises for Parents, Teachers and Therapists of Children with Difficulties in Speaking, Reading, Writing and Spelling by M Nash-Wortham and J Hunt. 1997. Robinswood Press. ISBN: 1869981588.

Praxis Makes Perfect: Critical Educational Research for Social Justice by I Siraj-Blatchford. 1994. Education now Publishing Co-Operative Limited. ISBN: 1871526183. A guide for parents and teachers.

Dyspraxia in the Early Years: Identifying and Supporting Children with Movement Difficulties by C Macintyre. 2000. Routledge (Member of the Taylor & Francis Group), see page 76. ISBN: 1853466778.

Tumble Tots (UK) Limited

Blue Bird Park, Bromsgrove Road, Hunnington, Halesowen, West Midlands B62 0TT
Tel: 0121 585 7003 Fax: 0121 585 6891 Website: www.tumbletots.com
The Tumble Tots programme teaches the components of basic motor skills to children from 6 months - 7 years.

The Happy Puzzle Company

PO Box 586, Elstree, Herts WD6 3XY
Tel: 0844 848 2822 Fax: 0844 848 2821 Email: info@happypuzzle.co.uk
Website: www.happypuzzle.com
Has a range of games and puzzles, many recommended by the Director of the Discovery Centre, see page 6, for developing the co-ordination skills of children with SpLD.

4 Handwriting Difficulties

Handwriting may be slow, laboured and poorly formed. Dysgraphia, the term used for severe handwriting difficulties, is frequently associated with DCD/dyspraxia and sometimes dyslexia.

Elizabeth Waller, author of books on handwriting and dyslexia, writes:

“Lack of fluency and/or legibility in handwriting will inevitably affect all areas of the curriculum. As with other aspects of literacy it is very important that the help given should be appropriate, systematic and cumulative.

Difficulties may occur for a number of reasons. These may be visual problems, poor motor control, poor hand-eye co-ordination, sequential difficulties and problems with letter formation. Furthermore, copying and spelling difficulties may mean that the pupil can write well enough until under pressure of time. Lack of confidence is also often reflected in poor handwriting. Writing position and pencil grip must be considered. In general a joined cursive hand is considered to be the most helpful as there is a kinaesthetic re-enforcement of letter strings”

4.1 National Organisations

National Handwriting Association (NHA)

Email Information officer Suzanne Tiburtius: suzanne@tiburtius.com

Website: www.nha-handwriting.org.uk

The charity exists for the improvement of handwriting standards and supporting those assisting pupils with such difficulties.

Gifted Children's Information Centre See page 30 for details. Has a department for helping left-handed children and adults, including specialised equipment for left-handers in writing.

4.1.1 Useful Publications

The NHA, above, produces a series of booklets including the first four below.

Handwriting in the secondary school: not a secondary skill. 2003. ISBN: 187283289.

Tools of the Trade ISBN: 1872832997. A guide to handwriting equipment.

Handwriting - Are you concerned? A Guide for Parents ISBN: 1872832946. This book identifies handwriting difficulties and provides guidance for remedying them.

Which Handwriting Scheme? ISBN: 1872832199. This pack gives information about published handwriting schemes currently available in the U.K.

Teaching Handwriting: A guide for Teachers and Parents by J Alston and J Taylor. 2000. QEd Publications. ISBN: 1898873127.

The Left-handers Handbook by D Paul with contributions from: J Alston, A McAllen, R Sassoon and P Wallis Myers. 1998. Robinswood Press. ISBN: 1869981596.

A Quick Look at Handwriting Problems by R Sassoon. A fact sheet available from the Dyspraxia Foundation, see page 12.

Writing Left-handed: A Guide for Parents and Teachers of Left-handed Children by J Alston. Dextral Books. ISBN: 1872177115.

4.1.2 Useful Materials and Software

The **Dyspraxia Foundation** see page 12, and **Helen Arkell Dyslexia Centre**, see page 8, sell Hand Hugger triangular pens and pencils and pencil grips.

Cambridge Exercise Books (203 x 165mm; 32 pages). Philip and Tacey, see page 76. A range of books with different rulings to help children produce letters of regular appearance.

Left 'n' Write 5 Charles Street, Worcester WR1 2AQ. Tel/Fax: 01905 25798. Email: info@leftshoponline.co.uk Website: www.leftshoponline.co.uk Specialist left-handed goods are available eg: video/DVD '**Left-Handed Children - A Guide for Teachers and Parents**' and the **Writewell Mat**, (A3 laminated) for left and right handed children. Also new 'Left-hand Writing Books' 1-3, and schools' version, available on CD, and photocopyable. Catalogue.

Phonics Tiles Smart Kids, see page 27. Lower case, magnetic letters, that are colour coded to assist children with recognition of the common phoneme groupings.

Posture Pack Back in Action, see page 73 . A reinforced ring-binder with carrying handle which can be used as a writing slope. Seat wedge available.

Right Line Paper with Raised Lines Taskmaster, see page 77, produces Stop / Go Paper with raised tram lines to provide kinaesthetic feedback for struggling writers.

Spelling, Handwriting and Dyslexia: Overcoming Barriers to Learning by D Montgomery. Argues that spelling and writing need to be given more consideration in teaching and remedial settings. Available from Routledge, see page 76. ISBN hardback 9780415409247, paperback 9780415409254.

Whiteboards Philip and Tacey, see page 76, produce dry wipe A4 whiteboards/multiboards.

Write Angle Desk Top Writing Aid Philip and Tacey, see page 76. Developed at the Institute of Education in association with NHA. . Suitable for left and right handers. The **Write Mat** is a non-slip writing surface for use with the above; available as a separate item. (Base area 460 x 470 mm)

Writestart Desktop (450 x 430 x 150mm sloping to 50mm; self assembly). LDA, see page 75. A sturdy writing aid set at an angle of 20 degrees. The writing area has a non-slip surface.

4.1.3 Online Resources.

www.kber.co.uk The site has details of handwriting resources for teachers and students, see page 75.

5 Attention Deficit (Hyperactivity) Disorder

Poor concentration and distractibility are often found to be part of a specific learning difficulty; approximately thirty per cent of individuals with dyslexia/DCD will experience problems with attention. But there are at least three types of major concentration deficit.

A child can be predominantly inattentive (unusually, this affects as many girls as boys), unable to concentrate on any job, activity or lesson. Others display extreme hyperactivity, or, there may be a combination of both types. It can also be associated with certain forms of behavioural disorder including Oppositional Defiant Disorder and Conduct Disorder, see page 17. The cause may be emotional or physiological or both. A structured environment and short attainable goals suit these children best.

Recent research suggests that up to half of children with ADHD may carry some or all of the symptoms into adulthood. Although ADHD symptoms do lessen over time, the majority of young adults will always find meta-cognitive and/or executive function skills, more difficult than others. The defining trait is likely to be impulsiveness, as opposed to inattentiveness; so many adults will never receive a correct diagnosis.

The extract below and the section entitled 'Core Deficits' are taken from: **ADHD, Guidelines for Good Practice**, with the kind permission of East Sussex Local Education Authority. This publication contains details regarding the assessment and school management of ADHD and is available from International Psychology Services (IPS), see page 68.

ADHD is a term used by American psychiatrists to describe children who have much greater problems than their peers either with attention, hyperactivity/impulsiveness, or both. ADHD occurs in children from all social groups, cultures and ability levels - though many more boys than girls are affected.

It is important to remember that all children have to learn how to control their attention, mood and naturally lively behaviour, but children with ADHD have more difficulty acquiring self-management skills than others. One of the most misleading aspects of ADHD is that the children experience distinctly good and bad days, and this can lead adults to believe they can behave well when they want to. Children with ADHD also tend to behave well when they are being assessed, as they enjoy attention and new situations.

ADHD is not an 'all or nothing' condition, like a broken bone, so much as a mis-match between the characteristics of an individual and the demands made upon him in certain situations. In our society, particularly in school, it is very important to be able to sit still, listen and work hard even when you would rather be doing other things. We expect children to follow rules, be organised and follow a set time-table. Some children fit naturally into this pattern, while others have more problems. For many children with ADHD, the demands of school conflict so much with their natural behaviour that they simply cannot cope unless we adapt this environment to meet their needs.

Core Deficits

- **Attention Difficulties:** Children with ADHD find it easy to concentrate when they are enjoying themselves, for example with a computer game, but difficult or boring tasks quickly result in problems with getting started and staying 'on-task,' and it is then that they become easily distracted. It can also be hard for these children to change from one task to another, or to tear themselves away from an activity they find interesting or fun.
- **Hyperactivity/Impulsiveness:** Many children with ADHD, particularly when they are young, are always 'on the go,' and often remain restless and fidgety into adulthood. They find it difficult to await their turn in queues, conversations and games, or to work for long-term rewards. Children with ADHD also seem to act without considering the consequences, saying and doing things which they later regret. This leads them into social and behavioural difficulties.

The difficulties listed previously may cause the child:

- **To be disorganised.**
- **To have poor social skills and be insensitive to others.**
- **To find instructions hard to remember.**
- **To be immature in contrast to peers.**
- **To be aggressive and contentious (particularly if they also have ODD, see below).**

Common Co-existing Conditions

Other conditions may be acquired either separately or as a result of being ADHD. The later the diagnosis and treatment of ADHD the more likely these are to occur. They may mask or disguise the underlying ADHD and make a diagnosis more difficult. More than half the children and many of the adults will have an associated condition which may include one or more of the following:

- Depression, bi-polar disorder, anxiety and obsessions
- Other specific learning difficulties
- Speech and language disorder
- Oppositional Defiant Disorder (ODD): This is a disorder that usually begins by 18 years and is defined by aggressiveness and a desire to purposefully bother and irritate others. Children with ODD may be spiteful, generally 'touchy' and prone to temper tantrums, and have a marked tendency to defy authority. ODD may evolve into conduct disorder below.
- Conduct Disorder (CD): This is a separate disorder which may co-exist with ADHD and is characterised by behaviour which is socially inappropriate, aggressive and often delinquent.

The major difference between ODD and CD, is safety. Children with ODD are an annoyance but not necessarily dangerous, whereas the safety of the child with CD often gives great cause for concern.

5.1 National Organisations

adders.org

Tel: 08715 903693 Email: support@adders.org Website: www.adders.org.
Lots of practical help. 24 hr helpline. CD-ROM of software programmes related to ADHD available.

ADD Information Services (ADDISS)

Premier House, 112 Station Road, Edgware, Middlesex HA8 7BJ
Tel: 0208 952 2800 Fax: 0208 952 2909 Email: info@addiss.co.uk
Website: www.addiss.co.uk
Offers training, support /information on ADHD. A database with a list of regional contacts and affiliated support groups, and a bookstore are available.

Hyperactive Children's Support Group (HACSG)

Dept W, The Hyperactive Children's Group 71 Whyke Lane, Chichester, West Sussex PO19 7PD
Tel: 01243 539966 Email: hacsg@hacsg.org.uk Website: www.hacsg.org.uk
Leading proponent of a dietary and nutritional approach to the problem of hyperactivity. Organic Health online mail order specialist shop, see page 29. Nutrition, see page 19.

Learning Assessment & Neurocare Centre

48-50 Springfield Road, Horsham, West Sussex RH12 2PD
Tel: 01403 240002 Fax: 01403 260900 Email: info@lanc.uk.com
Website: www.lanc.uk.com
Psychological testing, psychiatric assessment, behavioural management, counselling, and school liaison/teaching guidance. It specialises in the multi-professional assessment and on-going management of children, adolescents and adults with a wide range of ADHD and related conditions.

5.1.1 Useful Publications

1-2-3 Magic: Effective Discipline for Children 2 – 12 by T W Phelan PhD. 1999. Child Management Inc. ISBN: 188914004X. Available from: ADDISS, see page 17.

Parent Coaching Cards Offers a practical advice column for parents, such as handling tantrums, setbacks and frustrations that confound children and adolescents, and a toolbox of skills for children. Available from: www.parentcoachcards.com

Understanding ADHD: A Parent's guide to Attention Deficit Hyperactivity Disorder in Children by C Green and K Chee. 1997. Vermillion. ISBN: 0091817005.

Visual Perception Problems in children with ADHD, Autism and other Learning Disabilities: A guide for Parents and Professionals by L A Kurtz. 2006. Jessica Kingsley Publishers see page 75. ISBN: 1843108267.

5.1.2 Online Resources

www.add.about.com Guide to sites about AD/HD.

www.nice.org.uk The National Institute for Health and Clinical Excellence (NICE) has published guidance on the use of Methylphenidate (Ritalin/Equasym) for ADHD.

5.2 Early Years

It is difficult to identify young children at risk of ADHD as most young children are at some time overactive, impulsive and inattentive. Research shows that children who are subsequently diagnosed with ADHD have a higher incidence of speech and language problems in the early years. In addition they will frequently have been labelled as 'temperamentally difficult' when toddlers, experiencing problems with sleeping, feeding and persistent crying etc. These are often the early signs of what will later become a chronic behaviour disorder.

Parental knowledge, temperament and the ability to cope with the child's behaviour, has a marked effect on the long-term outcome of the child's personality.

Parents and teachers can help to minimise the secondary problems which ADHD children are likely to develop if they:

- Learn how to cope more effectively with the child.
- Learn how to diffuse their frustration, rather than become irritated and angry.

5.2.1 Early Years Publications and Courses

ADHD In The Young Child: Driven to Re-direction by C Reimers PhD and B A Brunger. 1999. Partners Publishing Group. ISBN: 1886941327.
Practical techniques for working with the ADHD child, including charts, activity sheets and report forms.

Parentline Plus see page 33, organise regional courses for parents on most aspects of parenting. Contact the national branch to find out what is available in your area.

6 Nutrition

Current research is making it increasingly clear that nutrition plays an important part in both learning and behaviour. Parents are reminded that children need a healthy diet and exercise to support both growth and health. A casual approach to children's food and drink intake tends to lead to poor choices and uneven energy levels. Some children's behaviour and mood are changed by specific foods or poor nutrition. To give of their best in lessons, children need appropriate nutrition both before and during the school day.

The pressure that struggling to learn brings should not be increased by additional difficulties that can be more easily adjusted. Being well fed and well slept can make a significant difference. Indulging a child's food fads, because school is difficult, may well be counter-productive.

Supplements. Oily fish provides us with a most beneficial part of our diet. Vital Omega 3 fatty acids, also found in nuts, seeds and leafy vegetables, can be lost in modern industrial food processing. Hydrogenerating fats also wipe out Omega 3's. Luckily, Omega 3 supplements are readily available from chemists and health food shops. While parents and the school sort out how they are going to change their children's and their own diets for the better, an immediate problem can be tackled with daily Omega 3 capsules. Allergy UK, see page 29. Organic Health Online mail-order shop and service.

www.goodnessdirect.co.uk Online shopping, with newsletter and product search, and information Links to many other sites associated with specialist food/diet.

www.durhamtrial.org Using fatty acids and an improved diet for enhancing classroom achievement.

www.holforddiet.com Lists food which keeps blood sugar and energy levels even.

6.1 National Organisations

Food and Behaviour Research

The Green House, Beechwood Business Park North, Inverness, Scotland IV2 3BL
Tel: 01463 667318 Email: info@fabresearch.org Website: www.fabresearch.org
Research into links between nutrition and diet and human behaviour, learning and mood.

7 Autism and Asperger's syndrome

Autism and Asperger's syndrome are generally considered to be included in a group of disorders known as the 'autistic spectrum'. SpLD children may have mild problems with communication, socialising and behaviour, but where these problems are severe, the condition may fall within the autistic spectrum. Deficits are persistent impairment in motor, conceptual and communication skills. Those affected will need educational and vocational support through school and adulthood to achieve a measure of independence.

Dr. Lorna Wing gives these three areas of impairment as the defining characteristic of autism:

- **Communication:** Language impairment across all modes of communication, speech, intonation, gesture, facial expression and other body language.
- **Imagination:** Rigidity and inflexibility of thought process, resistance to change, obsessional and ritualistic behaviour.
- **Socialisation:** Difficulties with social relationships, poor social timing, lack of social empathy, rejection of normal body contact, inappropriate eye contact.

There is wide ranging opinion as to the best way of treating people with autism. The NAS, see page 21, publishes an annotated list of over 40 of the most popular and influential approaches in use at the moment, detailed in 'Approaches to Autism,' see page 21.

7.1 National Organisations

ASD Therapy

The Therapy Room. 25 Oxford Road, Cambridge CB4 3PH
Tel: 01223 315400 or 07734 420 997 Fax: 0870 836 2218 Email: david@asdtherapy.co.uk
Website: www.asdtherapy.co.uk
Advice and assessments for individuals with autistic spectrum disorders and/or their families/carers. Training seminars/workshops organised for professionals and parents.

Autism Education Trust

393 City Road, London EC1V 1NG Tel: 07795 667749
Email: info@autismeducationtrust.org.uk Website: www.autismeducationtrust.org.uk

Autism Independent UK (SFTAH)

199-203 Blandford Avenue, Kettering, Northants. NN16 9AT.
Helpline: 01536 523274 Fax: 01536 523274 Email: autism@autismuk.com
Website: www.autismuk.com
Resource centre offering large reference library, training courses and a fact file on request.

Autism Medical

Website: www.AutismMedical.com
Supports families with children who have autism exacerbated by food/chemical intolerance. Information and advice for families and professionals about diet to lessen symptoms. Support network; literature on the topic and information about bowel disorders in autism. Medical research.

Autism Unravelled

3 Palmera Avenue, Calcot, Reading, Berkshire RG31 7DZ
Tel / Fax: 0845 226 6510 Email: info@autism-unravelled.org
Website: www.autism-unravelled.org
Provides parents, carers and affected individuals with information about current research and treatments for autism.

ESPA Research (Autism Research Unit)

The Robert Luff Laboratory, Unit 133I, North East Business & Innovation Centre (BIC), Sunderland Enterprise Park, Wearfield, Sunderland SR5 2TA
Tel: 0191 549 9300 Email: info@espa-research.org.uk Website: www.espa-research.org.uk
Research into the biological aspects of autism, including a urine testing service. The unit offers guidelines for exclusion diets. Autism Research Database held at NAS (see page 21)

OAASIS is an organisation dealing with all aspects of autism, see page 6.

Parents Autism Campaign for Education (PACE) See Tree Trust House, below.

Prospects

Graduate Prospects, Booth Street East, Manchester M13 9EP

Tel: 0161 277 5200 Fax: 0161 277 5210 Email: enquiries@prospects.ac.uk

Website: www.prospects.ac.uk

An employment scheme that helps people with Autism and Asperger's syndrome find and retain work. Prospects provide employment support workers who assist employers to recruit skilled individuals with Autism and Asperger's syndrome.

Resources for Autism

858 Finchley Road, Temple Fortune, London NW11 6AB

Tel: 0208 458 3259 Fax: 0208 458 3222 Email: admin@resourcesforautism.org.uk

Website: www.resourcesforautism.org.uk

A range of projects to support families affected by autism.

The Challenging Behaviour Foundation

C/o The Old Courthouse, New Road Avenue, Chatham, Kent ME4 6BE

Tel: 01634 838739 Email: info@thecbf.org.uk Website: www.thecbf.org.uk

Provides information and support to parents and carers of individuals with severe learning disabilities and challenging behaviour. Free information pack or individual information sheets on request.

The International Autistic Research Organisation

49 Orchard Avenue, Shirley, Croydon CR0 7NE

Tel: 020 8777 0095 Fax: 020 8776 2362 Email: iaro@autismresearch.wanadoo.co.uk

Website: www.iaro.org.uk

Information for parents and carers, including current scientific research into the causes of autism. Low cost fact sheets and assessment charts are available on request.

The National Autistic Society (NAS)

393 City Road, London EC1V 1NG

Helpline: 0845 070 4004 Admin: 0207 833 2299 Fax: 0207 833 9666 Email: nas@nas.org.uk

Website: www.nas.org.uk

- **Asperger's United** A quarterly newsletter written by and for people with Asperger's and other high-functioning conditions within the spectrum. Contact the NAS publications department above. Free subscription.

Tree House Trust (Incorporating Parents Autism Campaign for Education (PACE))

The Pears National Centre for Autism Education, Woodside Avenue, London N10 3JA

Tel: 0208 815 5444 Fax: 0208 815 5420 Email: info@treehouse.org.uk

Website: www.treehouse.org.uk

Provides an Educational Centre for Excellence for children with autism. Seeks to help parents across England campaign for better services for autism.

7.1.1 Useful Publications and Games

Approaches to Autism: An Easy to Use Guide to Many and Varied Approaches to Autism by National Autistic Society. 4th Edition. 2001. NAS, see above. ISBN: 1899280561.

Asperger's syndrome: A Guide for Parents and Professionals by T Attwood. 1998. Jessica Kingsley Publishers, see page 75. ISBN: 1853025771.

Finding Out About Asperger's syndrome, High-functioning Autism and PDD
by G Gerland. 2000. Jessica Kingsley Publishers, see page 75. ISBN: 1853028401. For young people.

Mind-Reading A CD ROM that helps people with autism to empathise, see below.

The Autistic Spectrum: A Guide for Parents and Professionals by L Wing. 2003. Robinson Publishing. Available from the NAS, see page 21. ISBN: 1841196746.

Visual Perception Problems in Children with ADHD, Autism and other Learning Disabilities: A guide for Parents and Professionals by L A Kurtz. 2006 Jessica Kingsley Publishers, see page 75. ISBN: 1843108267.

7.1.2 Online Resources

www.jkp.com/mindreading Designed with awareness of special needs of children / adults who have difficulties recognising emotional expression in others.

www.mugsy.org The National Autistic Society. Lots of useful resources and information.

www.pdacontact.org.uk Pathological Demand Avoidance (PDA) Syndrome Contact Group. PDA is a pervasive developmental disorder, related to, but significantly different from Autism and Asperger's syndrome. Offers phone support to anyone living or working with a child or adult diagnosed with PDA.

Early years diagnostic centre – The Elizabeth Newson Centre, 272 Longdale Lane, Ravenshead, Nottingham NG15 9AH

National Co-ordinator Tel: 0114 258 9670 Email: Margaret.duncan@pdacontact.org.uk
Tel: 01623 490879 Fax: 01623 794746 Email: diagnostic-centre@sutherlandhouse.org.uk

7.2 Early Years

Autism affects the way individuals communicate with and relate to those around them. These difficulties are usually present from birth but are often not manifested until later in childhood. Early intervention gives autistic children the greatest opportunity to realise their learning potential and reduce problems, such as inappropriate behaviour. Parents who are given specialist training, soon after diagnosis, will be able to maximise their child's development.

Barry White, a consultant in child and adolescent mental health, highlights signs that may be noticeable from 18 months:

- Failure to engage in pretend play: autistic children have limited or absent make-believe play.
- Failure to follow a trusted adult's gaze, when drawing attention to something.
- Failure to use gestures in communication, for example pointing or nodding.

These problems may persist. Typically, autistic children make less eye contact with others, have inflexible routines or rituals and are more likely to have unusual interests.

7.2.1 Early Years Publications and Resources

Autism: How to help your Young Child 1998. NAS. ISBN: 1899280650.

Autism in the Early Years: A Practical Guide (Resource Materials for Teachers)
by V Cumine, J Leach and G Stevenson. 2000. Routledge. ISBN: 1853465992.

It can get better: Dealing with common behaviour problems in young autistic children
by P Dickinson and L Hannah. 1998. NAS. ISBN: 1899280030.

Thomas the Tank Engine programmes and **Mr Men Stories** by R Hargreaves. Both are useful for helping autistic children develop communication and empathy skills.

Early Years Diagnostic Centre

272 Longdale Lane, Ravenshead, Nottingham NG15 9AH.

Tel: 01623 490879 Email: diagnostic-centre@sutherlandhouse.org.uk

A diagnostic and assessment centre for pervasive developmental disorders (referrals must be made via the child's GP or paediatrician). Publishes a range of useful booklets and materials.

8 Vision and Hearing

Many children experiencing difficulties with reading and spelling are found to have problems with vision and/or hearing. These may present as poor eye tracking, mild hearing loss (usually associated with a history of ear, nose and throat problems), or difficulties with fine / gross motor movement. When a child is underachieving at school it is always worth examining these functions in case they are contributory factors.

8.1 Vision

Professor Jeanette Atkinson, director of the Visual Development Unit at University College London, writes:

"Vision problems may be contributing in any child who is experiencing reading or spelling difficulties. The commonest vision problems are explained below and on page 24. Vision may be checked either at a local optician, or in a hospital eye clinic.

High street optician (optometrist). Parents can make their own appointment, and the eye test is at no cost for a child up to 19 years in full-time education. The eye test will be carried out by an optometrist. He or she is a vision care professional whose specialist training includes 'refraction' (testing whether the eyes have any long- or short-sighted focussing error, see below and page 24) and checking for any problems of 'squint' or 'cross-eyes', see page 24, or other imbalance between the eyes. The main role of the optometrist is to prescribe spectacles if they are needed to help your child's vision. Some optometrists may recommend eye exercises, and/or advise on the use of tinted lenses. These treatments have been found to help improve reading skills in some, but by no means all, children with dyslexia.

Hospital eye clinic. Your child will need to be referred by your family doctor. They will see an ophthalmologist, a doctor specializing in eye problems. It is likely that some of the vision testing will be carried out by an orthoptist, who is especially trained in assessing children's sight and eye movements. If squint or lazy eye, see page 24, is diagnosed, the orthoptist will supervise and monitor the treatment. If checking the eyes for spectacles is the main purpose, you would normally be expected to visit an optometrist first, except that for very young children (under 5 years) a hospital eye clinic is usually more appropriate.

Short-sightedness (myopia) is unusual before about 7 years old, but commonly begins in middle childhood or adolescence and can progress rapidly. Moderate short-sightedness is not usually associated with other problems, but it is often undetected and can make other learning or vision problems worse. Spectacles can completely correct the blurry vision in short-sightedness, but should be checked regularly as children's eyes can change rapidly.

Long-sightedness (hypermetropia) means that the child has to make extra muscular effort to focus at any distance. Particularly strong effort is needed to focus on near objects, for instance when reading or writing. Long-sighted children may therefore relax their focussing effort, in which case their vision will be blurry, especially for near objects. Alternatively, if they keep up a strong focussing effort, the strain may lead to headaches, or to a cross-eyed squint. Long-sightedness is more likely to go undetected than short sight, because the visual effects are often less obvious. Spectacles correct the problem, although other treatment may be necessary if there is an associated squint. As with short sight, regular check-ups are necessary because children's eyes change as they grow.

Squint (strabismus) and lazy eye (amblyopia). Squint means that the two eyes are not correctly aligned. A convergent squint ('cross eyes') is the case where one eye points inwards while the other looks straight ahead; a divergent squint may also occur. Squint may result from long-sightedness, or from a purely muscular imbalance. It also often accompanies both mild and more severe neurological problems. Squint usually removes the ability to gain a sense of 3-D depth by using the left and right eyes together. It may also be associated with problems in the sense of direction and hand-eye co-ordination. For these reasons squinting children are usually treated with some combination of spectacles, eye exercises, temporary patching of one eye, and/or surgical adjustment of the eye muscles. The earlier treatment is undertaken, the more successful it is likely to be and the less persistent will be the side effects of the squint.

If the child has one eye squinting consistently with the other straight, this usually leads to a condition called 'lazy eye' or amblyopia, in which vision becomes suppressed in the squinting eye. 'Straight-eyed' amblyopia also occurs, when one eye has much worse focus than the other eye and so falls into disuse, producing poor vision, in a similar way. A lazy eye is generally treated by wearing a patch over the 'good' eye, usually for several hours each day, to encourage vision to re-develop in the eye that has suffered from disuse."

8.1.1 Treatment for Visual Problems

When you make an appointment with any optometrist you should check the range of services offered. Treating children by giving them specific eye exercises is usually called 'vision therapy' and is often their greatest need.

The vision therapy referred to by eye specialists, Dr. Annette Grounds and Dr. Bruce Evans, is available in hospital optometry departments on the NHS. Opticians and optometrists may provide exercises for children as part of their NHS provision. Where vision training is offered, check whether this is NHS or private payment. It can be expensive.

Dr Annette Grounds, the Senior Optometrist at Essex County Hospital Community Primary Clinic writes:

"Prior to the first attendance a detailed questionnaire is sent out for completion; this gives details of where the problems are arising.

The first examination involves a conventional eye examination with detailed assessment of eye tracking, convergence, fusion and accommodative facility, which are usually functioning at below normal levels. Specific exercises are given to remedy these problems. Subsequently, hand-eye co-ordination, spatial perception, multi-sensory integration skills plus others are assessed and remediation given as required.

The clinic has a Colorimeter, which is used to prescribe tinted lenses where this is advisable. This tends to be more likely in the treatment of adults and older teenagers. The vision training given is generally the most successful treatment for the younger age group although occasionally coloured filters as overlays or spectacles are given during the course of the treatment."

Dr Bruce Evans who works at Cole, Martin & Tregaskis in Brentwood writes:

"We investigate in detail any symptoms of visual problems or headaches that our patients may have. As well as the usual tests of eye health, vision, and testing for long sightedness and short sightedness, we also carry out a detailed investigation of the way that the eyes focus close to and of the adequacy of the co-ordination between the two eyes. People with specific learning difficulties often have problems in these areas, and if we detect any anomaly we usually treat this with eye exercises (vision therapy) or, occasionally, glasses. We also assess the visual processing test for Meares-Irlen syndrome and investigate the effect of coloured overlays and coloured glasses. The Intuitive Overlays, Intuitive Colorimeter, and Precision Tints are regularly used."

8.2 Lenses and Overlays

Some opticians and optometrists specialise in testing the sight of children with SpLD. A machine, the Intuitive Colorimeter, developed by Professor Arnold Wilkins is used for testing whether coloured lenses would be appropriate. Details of local optometrists using the Intuitive Colorimeter can be obtained from Cerium Visual Technologies, or from their website, see below.

Meares-Irlen syndrome or Scotopic Sensitivity syndrome was identified by Olive Meares, who claimed that many dyslexics suffer from a perceptual difficulty, finding it hard to see words clearly, particularly where there is a glare from bright lighting or white page backgrounds. Assessment involves screening the written page, with different coloured filters while asking the sufferer to read. If reading is enhanced, appropriately tinted glasses may be prescribed. These can prove expensive, however, and some practitioners prefer to use coloured overlays.

8.2.1 Useful Addresses

British Association of Behavioural Optometrists (BABO)

Greygarth, Littleworth, Winchcombe, Cheltenham, Gloucestershire GL54 5BT
Tel: 01242 602689 Email: admin@babo.co.uk Website: www.babo.co.uk

Cantor & Nissel Limited

Market Place, Brackley, Northamptonshire NN13 7NN
Tel: 01280 702002 Fax: 01280 703003 Website: www.cantor-nissel.co.uk
They have information about ChromaGen lenses and can supply contact lens for local practitioners. The lenses may help dyslexics and enhance colour vision.

Cerium Visual Technologies

Cerium Technology Park, Appledore Road, Tenterden, Kent TN30 7DE

Tel: 01580 765211 Fax: 01580 765573 Email: salesteam@ceriumoptical.com

Website: www.ceriumvistech.co.uk

A minimum of 5 acetate sheets, which can be cut to the required size for use as overlays, can be ordered in a selection of colours.

Colour and Visual Sensitivity

Tel: 01206 872130 Website: www.essex.ac.uk/psychology/overlays

Information about tinted spectacles or overlays. A book 'Reading through Colour' and a video 'Reading with Colour' can be ordered from the Department.

Crossbow Education

Tollgate Court Business Centre, Tollgate Drive, Stafford ST16 3HS

Tel: 0845 269 7272 Fax: 0845 269 7373 Email: sales@crossboweducation.com

Website: www.crossboweducation.com

They produce a pack of 6 inexpensive 'Eye Level Reading Rulers', which are blue, yellow or pink tinted strips. They are particularly helpful for focusing and tracking as well as combating white glare.

i.o.o. Sales Limited

56-62 Newington Causeway, London SE1 6DS

Tel: 020 7378 0330 Fax: 020 7403 8007 Email: admin@ioosales.co.uk

Website: www.ioomarketing.co.uk

Professional eye-care assessors can order the Intuitive Overlays Testing Pack and the Wilkins Rate of Reading Test.

The Irlen Centre

137 Bishop's Mansions, Stevenage Road, London SW6 6DX

Tel: 0207 736 5752 Email: slondon@irlenuk.com or info@irlenuk.com

Website: www.irlenuk.com

See website for further centres South East, East, London North and South, Midlands, SW & S Wales, NW & N Wales, North East and Scotland.

8.2.2 Online Resources

www.bdadyslexia.org.uk/about-dyslexia/further-information/eyes-and-dyslexia.html

Eyes and Dyslexia covers light sensitivity and effects on literacy.

www.children-special-needs.org An American site with information about many visual problems affecting reading, dyslexia and ADHD.

8.3 Hearing

A query about hearing is dealt with through the child's doctor; there are audiology clinics in hospitals where problems such as reduced hearing and glue ear are diagnosed and treated. Even intermittent hearing loss can affect a child's ability to identify speech sounds. This can make learning to spell much more difficult.

A separate problem, distinct from hearing loss, is the difficulty some SpLD individuals have interpreting the sounds they hear. Sounds entering the ear are correctly detected but the brain fails to analyse them accurately. This may be a problem with sound processing or it may be a difficulty in discriminating between sounds.

- **Auditory Processing Difficulty:** A difficulty in discriminating between sounds, eg between the sounds for 'i' and 'e'. Later, in the reading and spelling process, it entails difficulty in combining the constituent sounds of letters and syllables, of words and sentences and numbers. Jumbling and omissions often occur, as do additions. The basic difficulty is in retaining, accurately, in the auditory sequential memory the order in which sounds are perceived. It may affect speech and understanding.
- **Auditory Discrimination:** This is the ability to recognise differences between speech sounds. It is an essential skill in a phonic approach to spelling, where letters are matched to speech sounds. Vowels cause particular difficulty.

9 Specific Language Impairment

Many children have poor language skills as part of their SpLD and this will influence their choice of examination subjects and career. This section deals with the separate problem of Specific Language Impairment (SLI).

Speech and language difficulties can be very diverse, from those which occur in the absence of other conditions (often known as primary or 'specific' speech and language difficulties), to those secondary to other conditions such as cerebral palsy, autism, hearing impairment or learning difficulty.

Communication involves a wide range of different skills and abilities and a child or young person can have difficulties in any one area, or indeed any combination. There are children with difficulty forming speech sounds or with stammers. Others find it hard to formulate or understand sentences, while others may have difficulties in social interaction, sometimes called 'pragmatic' or 'complex' communication difficulties.

Parents can refer their child directly to the local NHS Speech and Language Therapy clinic. To find the name and telephone number of your nearest centre contact the **Information Department at the Royal College of Speech and Language Therapists**, see page 28. A register of **Local Speech and Language Therapists (SALTS)** can be found in the local supplement.

9.1 National Organisations

Ace Centre Advisory Trust, see page 46.

Afasic

1st Floor, 20 Bowling Green Lane, London EC1R 0BD

Helpline Tel: 0845 355 5577 (10.30 am – 2.30 pm Mon – Fri)

Tel: 0207 490 9410 Fax: 0207 251 2834 Website: www.afasic.org.uk

A charity helping children and young adults affected by the disability of speech, language, and communication impairment. Publications list on request.

Association for Rehabilitation of Communication and Oral Skills (ARCOS)

Whitbourne Lodge, 137 Church Street, Malvern, Worcestershire WR14 2AN

Helpline Tel: 0845 122 8697 Admin Tel: 01684 576795 Email: arcos@arcos.co.uk

Website: www.arcos.org.uk

ARCOS provides assessment and therapy for children and adults with communication, eating and swallowing difficulties. An outreach service is available. Services for professionals and also self-referrals can be made.

Association of Speech and Language Therapists in Independent Practice (ASLTIP)

Coleheath Bottom, Speen, Princes Risborough, Bucks HP27 OSZ

Tel: 01494 488306 Fax: 01494 488590 Website: www.helpwithtalking.com

Provides information on independent speech and language therapists in UK. Supports therapists in independent practice. Online database search facilities.

I CAN 8 Wakley Street, London EC1V 7QE

Switchboard Tel: 0845 225 4071 Information Tel: 0845 225 4073 Fax: 0845 225 4072

Email: info@ican.org.uk Website: www.ican.org.uk

An educational charity for children with speech and language difficulties. It runs schools and training courses for parents and professionals. Publications, online support and information, and a resource centre are available.

Royal College of Speech and Language Therapists

2 White Hart Yard, London SE1 1NX

Enquiry Tel: 020 7378 392 Email: info@rcslt.org Website: www.rcslt.org

Contact details for local NHS therapy services.

The Communication Trust

31 Angel Gate, Goswell Road, London EC1V 2PT

Email: enquiries@thecommunicationtrust.org.uk

Website: www.thecommunicationtrust.org.uk

9.1.1 Useful Publications, Resources and Software

Children with Language Impairments: An Introduction by M L Donaldson. 1995. Jessica Kingsley Publishers, see page 75. ISBN: 1853023132.

Early Communication Skills by C Lynch and J Kidd. 1999. Speechmark Publishing Limited. ISBN: 0863882234. Pre-verbal skills to early words.

Johansen Sound Therapy

Tel: 0131 337 5427 Contact Camilla Leslie for information about local practitioners

Email: Camilla@johansenias.com Website: www.johansenias.com

Suitable for children with spoken and written language difficulties, and those on the autistic spectrum.

Speaking For Myself Plus For young children who are having difficulties with communication, cognitive or reading skills. It includes the Makaton sign language and pictorial symbols. Can be purchased from Topologika Software Limited, see page 79.

Speech and language therapy resources for teachers can be found on page 72.

Supporting your child's speech and language by East Kent Speech and Language Therapy Service. 12 booklets, suggesting simple activities which parents can use at home. Available from Afasic, see page 27.

Tesco Baby Club and I CAN Parent Pack The pack covers speech and language development up to the age of 5 years. It can be obtained free by sending an A4 SAE + postage to: Free Parent Pack Offer, See I CAN (above).

The Hanen Centre

Helpline Tel: 0141 946 5433 Email: uk-ireland@hanen.org Website: www.hanen.org

Runs a group training programme for parents of children with speech and language delays (aged 18 - 59 months) that enables parents to strengthen their child's communication skills.

Hanen also runs 'More than Words' for parents of children with autistic spectrum disorder and 'Learning Language and Loving It' for pre-school workers. Hanen materials are available directly from The Hanen Centre website, or from Winslow, see page 77.

10 General Information

10.1 National Organisations

Advisory Centre for Education (ACE)

1c Aberdeen Studios, 22 Highbury Grove, London, N5 2DQ

Enquiry Tel: 020 7704 3370 Fax: 020 7354 9069 Email: enquiries@ace-ed.org.uk

Website: www.ace-ed.org.uk

ACE is an independent advice centre for parents, giving support and information on all aspects of state education.

Allergy UK

3 White Oak Square, London Road, Swanley, Kent BR8 7AG

Tel: 01322 619898 Fax: 01322 663480 Email: info@allergyuk.org

Website: www.allergyuk.org

Provides advice, book list, and support to people with allergies, food intolerance and chemical sensitivities, plus details of NHS allergy clinics and their specialists.

Contact a Family

209-211 City Road, London EC1V 1JN

Free Helpline Tel: 0808 808 3555 (10am – 4pm Mon – Fri and 5.30pm – 7.30pm Mon)

Tel: 0207 608 8700 Fax: 0207 608 8701 Email: info@cafamilly.org.uk

Website: www.cafamilly.org.uk

Support for families caring for a child with any disability. Range of fact sheets and a Medical Directory of Conditions can be viewed online. Enables parents to get in contact with other families locally and nationally.

Disability Law Service

39-45 Cavell Street, London E1 2BP

Tel: 0207 791 9800 (10am– 5pm Mon - Fri) Fax: 0207 791 9802 Email: advice@dls.org.uk

Website: www.dls.org.uk

Advice on welfare benefits, community care, consumer contract, discrimination, employment, education and employment law. Provides a casework service.

Educational Kinesiology & Brain Gym in the UK

12 Golders Rise, Hendon, London NW4 2HR

Tel: 0845 539 0312 Email: info@braingym.org.uk Website: www.braingym.org.uk

Brain Gym is an educational, movement-based programme for enhancing the learning process.

Useful publication: **Smart Moves: Why Learning is Not All in Your Head** by C Hannaford. 1995. Great Ocean Publishers. ISBN: 0915556278.

Education and Resources for Improving Childhood Continence (ERIC)

36 Old School House, Britannia Road, Kingswood, Bristol BS15 8DB

Helpline Tel: 0845 370 8008 (10am – 4pm Mon – Fri) Fax: 01179 600401

Email: info@eric.org.uk Website: www.eric.org.uk

Provides advice, information and products online on the common condition of nocturnal enuresis or bedwetting, and on childhood day-time wetting and soiling. **Fledglings**, see page 6, sells a range of imaginative products for children with continence problems.

Family Fund

4 Alpha Court, Monks Cross Drive, York YO32 9WN

Tel: 0845 1304 542 Fax: 01904 652625 Email: info@familyfund.org.uk

Website: www.familyfund.org.uk

Provides grants to families with an income of £23,000 or less, with disabled children of 15 or under.

Gifted Children's Information Centre (GCIC)

Hampton Grange, 21 Hampton Lane, Solihull B91 2QJ

Tel: 0121 705 4547 Email: petercongdon@blueyonder.co.uk

Website: www.dyslexiabooks.biz

Assessments and publications. Specialises in talented children with SpLD and also left-handedness.

Parents For Inclusion (Pi)

336 Brixton Road, London SW9 7AA

Freephone Tel: 0800 652 3145 OfficeTel: 0207 738 3888

Email: info@parentsforinclusion.org Website: www.parentsforinclusion.org

Parents helping parents so that their disabled children can learn, make friends and have a voice in ordinary schools and throughout life.

The British Psychological Society

St Andrews House, 48 Princess Road East, Leicester LE1 7DR

Tel: 0116 254 9568 Fax: 0116 277 1314 Email: enquiries@bps.org.uk

Website: www.bps.org.uk

The online database of practising chartered psychologists allows users to search for a local psychologist and to check if a named person is registered as a chartered psychologist. There is a Directory of Chartered Psychologists in all main public libraries.

The Children's Legal Centre (CLC)

University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ

Tel: 01206 877910 Fax: 01206 877963 Email: clc@essex.ac.uk

Website: www.childrenslegalcentre.com

Child Law Advice Line freephone: 08088 020 008

Young Person's freephone: 0800 783 2187

All aspects of law affecting children, including special education. To speak to an advisor specialising in education law, including School Admissions Appeals call 0845 345 4345 and follow the options for education advice.

10.1.1 Local Sources of Information and Advice

Advice on benefits or help with filling in forms can all be obtained from your local Citizens Advice Bureau (CAB). They will also be able to direct you to your local disability organisation which will have more specialist knowledge. The telephone number of your nearest CAB can be found in the Business and Services section of the telephone directory.

Using their telephone service, you can get help with most problems based on 'How do I find out?' or 'Who do I ask?' If you have a problem with any paperwork, such as forms to fill in or documents to read, your local CAB staff will go through them with you, undertaking the reading and writing as needed. Their files contain literally thousands of useful addresses and telephone numbers.

They also offer special advice services on money matters and run legal advice sessions.

There is a panel of solicitors who specialise in working with disability issues and a list of these is available from your local **CAB** www.citizensadvice.org.uk or **larger libraries**.

Disability centres with helplines are also available, many belonging to the

National Association of Disablement Information and Advice Lines (DIAL UK)

St Catherine's, Tickhill Road, Doncaster, South Yorkshire DN4 8QN

Tel: 01302 310123 Fax: 01302 310404 Email: informationenquiries@dialuk.org.uk to find your nearest centre, or ask at your local CAB. Website: www.dialuk.org.uk

10.1.2 Disability Living Allowance (DLA)

If you have a child who needs help with personal care (eg. autistic or severely ADHD) you may be entitled to the Disability Living Allowance (DLA). Website: www.direct.gov.uk

For information about this allowance and Invalid Care Allowance (ICA) call at your local DSS, CAB, Children's Unit or Hospital Social Services department. Or you can call the Benefit Enquiry Line Tel: 0800 882200 (8.30am – 6.30pm Mon – Fri or 9am – 1pm Sat) for a DLA Claim Pack.

Call the Carer's Allowance Unit on 0845 608 4321 (8.30am – 5pm Mon – Thurs or 8.30am – 4.30pm Fri) for an ICA form. Your child may be entitled to both, and you should claim as soon as possible as there is no back-dating of payment. It is advisable to ask for help from your local CAB, Welfare Rights Unit, or DIAL group when completing these forms, see page 30.

10.1.3 Useful Publications and Online Resources

www.mugsy.org/happens.htm The Surrey branch of the National Autistic Society has information and advice about diagnoses, therapies, education, and benefits.

11 Mental Welfare and Parenting

11.1 Bullying and Exclusion

Self-esteem can be badly damaged at any age by school failure. Rejection and bullying of an individual who is different, affects many children with a SpLD. Such rejection, or the pupil's anxiety about underachievement, can lead to truancy. Similarly, a build-up of frustration about progress can cause behaviour to deteriorate and may ultimately lead to school exclusion. Pupils with special needs are three times as likely to be excluded as their peers.

11.2 National Organisations

ACE see page 29. Exclusion Helpline Tel: 0207 704 9822

Bullying UK

702 Windsor House, Cornwall Road, Harrogate, North Yorkshire HG1 2PW

Email: help@bullying.co.uk Website: www.bullying.co.uk

Online advice about bullying, leaflets, posters, shop. Works with schools, youth organisations, runs conferences and workshops.

Children's Legal Centre (CLC) see page 30. Help with legal issues relating to bullying etc.

Include (part of CfBT Education Trust)

60 Queens Road, Reading RG1 4BS

Tel: 01189 021000 Email: pkeenleyside@cftb.com Website: www.include.org.uk

Dedicated to tackling the crisis of social exclusion among young people by providing services for them. Works to secure the inclusion of all young people in main-stream, full-time education, training and employment.

Kidscape

2 Grosvenor Gardens, London SW1W 0DH

Helpline for parents, relatives or friends of bullied children Tel: 0845 1205 204

Tel: 0207 730 3300 Fax: 0207 730 7081 Website: www.kidscape.org.uk

Children experiencing bullying can ring Tel: 0800 1111.

Equipping vulnerable children with the knowledge and skills to reduce the likelihood of harm.

Rathbone see page 44, special programmes for excluded children.

Trust for the Study of Adolescence see page 33. Publications on mental health and bullying.

11.2.1 Useful Publications and Online Resources

Crying for Help: The No Blame Approach to Bullying by G Robinson and B Maines. 1997. Sage Publications Limited, see page 77. ISBN: 1873942869. The 'No Blame Approach' to bullying is a resource for schools.

Helping Children Cope with Bullying by S Lawson. 1994. Sheldon Press, see page 77. ISBN: 0859696839. Information for parents about tackling bullying issues

www.bullying.co.uk Useful site containing comprehensive advice for parents, pupils and schools, see page 31.

www.understandingchildhood.net Leaflets about the emotional development of children.

11.3 Mental Health

Research suggests that approximately 10% of children with mental health problems have some kind of underlying cognitive difficulty, including problems with memory, maths, reading or recognising shapes. The latest research from the Dyscovery Centre, see page 6, suggests that 60% of SpLD children are at risk of developing psychiatric problems as adults.

11.4 National Organisations

Anxiety UK

Zion Community Resources Centre, 339 Stretford Road, Hulme, Manchester M15 4ZY

Tel: 08444 775 774 Fax: 0161 226 7727 Email: info@anxietyuk.org.uk

Website: www.anxietyuk.org.uk

Supports individuals suffering with anxiety disorders, providing information and provision of self-help services.

Mental Health Foundation

9th Floor, Sea Containers House, 20 Upper Ground, London SE1 9QB

Tel: 0207 803 1101 Fax: 0207 803 1111 Email: mhf@mhf.org.uk

Websites: www.mentalhealth.org.uk and www.learningdisabilities.org.uk

Provides free information, publications, training materials and online services.

National Association for Mental Health (MIND)

15 – 19 Broadway, Stratford, London E15 4BQ

Information Tel: 0845 766 0163 Tel: 0208 519 2122 Fax: 0208 522 1725

Email: contact@mind.org.uk Website: www.mind.org.uk

OCD Action

Suites 506-507, Davina House, 137-149 Goswell Road, London EC1V 7ET
Helpline Tel: 0845 390 6232 Office Tel: 0207 253 2664 Fax: 0207 288 0828
Email: support@ocdaction.org.uk Website: www.ocdaction.org.uk
Offers help for people with obsessive compulsive disorder (OCD) and related disorders.
Publications, telephone advice and listings of local support groups. Free information pack.

Triumph Over Phobia (TOP UK)

P0 Box 3760, Bath BA2 3WY
Tel: 0845 600 9601 Email: info@topuk.org Website: www.topuk.org
Runs a national network of self-help groups to help anyone over 16 with a phobia or OCD.
Professional help available.

Young Minds

48-50 St John Street, London EC1M 4DG
Tel: 0207 336 8445 Fax: 0207 336 8446 Website: www.youngminds.org.uk
Leaflets and booklets to help young people, parents and professionals to understand when a young person feels troubled and where to find help. Publishes a bi-monthly magazine.

11.4.1. Useful Publications and Online Resources

What are Child & Adolescent Mental Health Services? Young Minds. 2002. Leaflet available from Young Minds, see above.

Mental Health and Growing Up - Fact Sheets (3rd Edition) A series of 36 fact sheets for parents, teachers and young people, covering the main emotional, behavioural and mental health problems that can affect children and young people, and providing information about SpLD and relevant mental health issues.

Available from **The Royal College of Psychiatrists**

17 Belgrave Square, London SW1X 8PG

Tel: 0207 235 2351 Fax: 0207 245 1231 Email: sranger@londondiv.rcpsych.ac.uk

Website: www.rcpsych.ac.uk

Obsessive Compulsive Disorder An OAASIS fact sheet, see page 6.

11.5 Resources for Parenting and Mentoring

Mentoring and Befriending Foundation

1st Floor, Charles House, Albert Street, Eccles, Manchester M30 0PW

Tel: 0161 787 8600 Fax: 0161 787 8100 Email: info@mandbf.org.uk

Website: www.mandbf.org.uk

It promotes mentoring and befriending through national and regional foundations, including advice for parents, supporting a range of mentoring practitioners.

Parentline Plus

520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL

Tel: 0207 284 5500 Free Helpline Tel: 0808 800 2222 Website: www.parentlineplus.org.uk

Volunteers offer help to anyone caring for children and finding it difficult to cope. Publications for parents dealing with the difficulties of family life. Groups/workshops address issues that concern parents.

Positive Parenting Publications & Programmes

109 Court Oak Road, Harborne, Birmingham B17 9AA

Tel: 0845 643 1939 Email: info@parenting.org.uk Website: www.parenting.org.uk

SEN resources and courses designed to boost parents' confidence. Parents' workshop, handbook, photocopyable resources.

Young People in Focus

23 New Road, Brighton, BN1 1WZ

Tel: 01273 693311 Fax: 01273 679907 Email: info@youngpeopleinfofocus.org.uk

Website: www.youngpeopleinfofocus.org.uk

Committed to improving the lives of young people, dealing with the lack of knowledge and understanding about adolescence and young adulthood. Publications cover mental health, parenting, bullying, stress, drugs, self-esteem. DVD parents pack.

12 Literacy

An important contribution to developing a child's interest in literature and reading can be made at home. The PATOSS 'Resources List' has details of reading materials recommended by SpLD specialists, see page 70.

12.1 National Organisations

Booktrust

Book House, 45 East Hill, London SW18 2QZ

Tel: 0208 516 2977 Fax: 0208 516 2978 Email: query@booktrust.org.uk

Website: www.booktrust.org.uk

Resource centre and library of children's books.

National Centre for Language & Literacy (NCLL)

The University of Reading, Bulmershe Court, Reading RG6 1HY

Tel: 0118 378 8820 Fax: 0118 378 6801 Email: ncll@reading.ac.uk

Website: www.ncll.org.uk

Courses and conferences for teachers on all aspects of language and literacy. A large number of publications and teaching resources. Parent guides.

12.1.1 Useful Publications

Finding books at the right interest level, which cater for those still learning to read, is important if motivation is to be kept high.

Avantibooks

Unit 9, The io Centre, Whittle Way, Arlington Business Park, Stevenage SG1 2BD

Tel: 01438 747000 Website: www.avantibooks.com

Resources available to support basic skills teaching. Mail order service.

Barrington Stoke see page 74.

A company that has researched the reading needs of dyslexic teenagers. Interest range 13-16 years, reading age over 8 years. Also a series for 8-13 year olds with a reading age below 8 years. Some titles are available on audio-cassette.

Books for Dyslexic Readers by Pat Carlisle. The hundreds of titles described, are graded using the Fog Index of Readability. Dyslexia Action, see page 8.

Developmental Spelling Handbook by D Montgomery. Available from Learning Difficulties Research Project, see page 76.

Graffix A & C Black Publishers Limited Website: www.acblack.com Designed for reluctant readers. See page 73.

High Impact and **New Windmills** two ranges of fiction (and non-fiction) designed to motivate the reluctant secondary pupil, obtainable from Pearson, see page 76.

High Noon Books Different sets of high interest and low reading ability books can be ordered from: Ann Arbor Publishers Limited, see page 73.

LDA see page 75. Publishes various sets of **Hi-Low** books for different reading levels.

Livewire Hodder Education, see page 75. A series of books has been written by special needs teachers in association with the **Basic Skills Agency**. A range of graded fiction and non-fiction aimed at teenagers and adults with reading ages of 6 -10 years.

Reading Together 1998. Levels 1-4. ISBNs: 0744563194 / 0744563208 / 0744563216 / 0744563224. A boxed set of six books plus parents handbook, ISBN: 0744557089 available from Waterstones bookshops. Produced by Walker Books in conjunction with the Centre for Language in Primary Education.

Spelling Detective by Prof D Montgomery. Available from Learning Difficulties Research Project, see page 76. A problem solving and investigative spelling dictionary.

Spelling, Handwriting and Dyslexia: Overcoming Barriers of Learning by D Montgomery, see page 15.

12.1.2 Online Resources

www.literacytrust.org.uk Resources and useful information on literacy for adults and children. The Reading is Fundamental site **www.rif.org.uk** helps children and young people to realise their potential by motivating them to read.

www.standards.dfes.gov.uk/literacy The Primary National Strategy supports teachers working to improve literacy in primary schools. SEN newsletter.

12.1.3 Literacy Software

Talking books can help to stimulate interest and encourage independence as the user can choose a pace that matches ability. Supplier R-E-M, see page 79.

Catch Up

Keystone Innovation Centre, Croxton Road, Thetford IP24 1JD
Tel: 01842 752297 Fax: 01842 824490 Email: info@catchup.org.uk
Website: www.catchup.org.uk

Programme designed to help 6-11 year olds who struggle with reading, integrates reading and writing. Special books available.

GAMZ PLAYER CD (5 - adult). GAMZ, see page 78. Card games and software for dyslexics. SWAP & FIX card games. GAMZ Player CD.

NESSY Learning Programme (4 – adult) see page 78. Nessy is a complete learning programme of interactive games and printable resources on CD.

STARSPELL 2.3 (all ages). Fisher Marriott, see page 78. Based on the Look, Cover, Write and Check routine with two other activities. Worksheets can be printed from the screen.

SuperSpell 2 and SuperSpell Assessment Disk. Available from 4 Mation Educational Resources Limited, see page 78. Comprehensive spelling programme.

The New Reading Disc and **Words in Action** are multi-media packages designed for adults with basic literacy needs, concentrating on the essential skills required for work. Available from Cambridge Training and Development (CTAD), see page 78.

WordShark 3s (5-14 years) WhiteSpace Limited. Available from iANSYST, see page 47. Alphabet, reading, spelling and sentence activities with variable levels of difficulty in 36 games. Online catalogue.

Xavier Educational Software see page 79, (5-14 years). Different programs for reading and spelling based on the Bangor Dyslexia Unit teaching scheme. Free games to download.

12.2 Library Services

Your local librarian will understand that using a library can be difficult. Many library staff will have attended training courses on SEN, and are usually very willing to offer help with finding books. They can also assist in selecting the most useful sections and can mark the places with your bookmarks if requested. Many libraries will wave overdue fines etc. if they know that the child has a diagnosed difficulty.

The librarians need to look for well-illustrated material for the SpLD child with well-spaced print. Nearly all libraries have a good selection of children/adult audio-tapes which can help to bring books alive for anyone with reading difficulties. They may also have details of books with a high level of interest but low reading age. If a larger choice of talking books is required, it is always worth considering joining a cassette library, see below.

12.2.1 National Cassette Libraries

Calibre Audio Library

Aylesbury, Bucks HP22 5XQ

Tel: 01296 432339 Fax: 01296 392599 Website: www.calibre.org.uk

Free postal service of cassettes for people with sight problems or other physical difficulties with reading. Proof of eligibility is required for membership. Offers over 1400 titles for children and 8000 titles for junior members.

Listening Books

12 Lant Street, London SE1 1QH

Tel: 0207 407 9417 Fax: 0207 403 1377 Email: info@listening-books.org.uk

Website: www.listening-books.org.uk

A postal audio book library service for anyone suffering from a disability (including dyslexia) making it impossible/difficult to hold a book, turn its pages or read. Available to hospitals, schools and individuals. Set texts for the Study of English at KS3, GCSE, A-level and other areas of the curriculum.

The Audio Book Collection

St James House, The Square, Lower Bristol Road, Bath BA2 3BH

Orders Freephone Tel: 0800 136919 Customer Service Tel: 01225 443400

Email: info@audiobookcollection.com Website: www.audiobookcollection.com

A selection of unabridged recordings of classic literature and a large range of popular children's titles, covering both primary and secondary level on audio tape and CD.

13 Numeracy

13.1 Maths Problems

There is a group of children in the population, about 4%, who have no reading problems but who are arithmetic-disabled. This is often called dyscalculia. Such individuals may be unable to conceptualise number, number relationships and outcomes of numerical operations (estimating) where these are related to the language, concepts and procedures of maths.

Maths calls on such a wide range of skills that, even where there are known weaknesses, it is not possible to predict accurately which areas of maths will prove to be a problem. Poor short-term memory is likely to affect early experience of arithmetic. Sequencing and directional problems also contribute to confusion. Visual and spatial problems can affect aspects of work where position is critical. Almost any group of dyslexic children will produce lower scores on maths tests than an equivalent group of normal learners. Maths anxiety, due to failure affects both SpLD and normal learners and can be very difficult to overcome. However, some students with a SpLD are exceptionally good mathematicians.

For whatever reason a child is failing in maths, there is an urgent need to put things right. It is a cumulative subject where the child's failure to understand some basic ideas can affect all future learning. Many able SpLD students will favour science and technology at secondary and higher education levels and need a good grounding in maths.

If extra teaching for a SpLD pupil is to make a difference, it needs to come from a teacher who can identify both what needs re-teaching and practising, the underlying difficulties and teach the pupil new strategies. Many specialist teachers in the Patoss Index of Tutors, see page 70 and Assessors give maths as a special interest. The BDA, see page 8, publishes helpful books on maths but there is no separate organisation or help-line specifically for maths support.

A wide selection of materials including multi-media, focus on practising tables and simple arithmetic. Where this assumes that the child already understands the maths and only practice is needed, it may not be suitable for the SpLD learner. Materials that are multi-sensory and offer visual explanations will be more useful to the SpLD learner than conventional maths materials. Ask at school for a list of the child's particular weaknesses and check new learning/teaching materials carefully.

13.1.1 Useful Publications and Resources

Elementary Mathematics and Language Difficulties see page 72.

It All Adds Up A booklet with tips and advice for parents on how to help young children with mathematics. Available free from the DCSF, see page 43.

Mathematics and Dyslexia BDA, see page 8.

Mathematics Solutions - An Introduction to Dyscalculia. By J Poustie. Next Generation, see page 76.

Numicon, see page 76. A multi-sensory approach to maths using visual imagery to develop understanding of mathematical concepts. Helping pupils with many different special needs.

Perfect Times by W Fortescue Hubbard. 1996. Southgate Publishers, see page 77. ISBN: 1857410815. A times tables card game.

SEN Books Numeracy skills section. See page 77.

Tests for Dyscalculia nfer, see page 76.

The Maths Dictionary by K Delaney, A Pinel and D Smith. 1998. Imaginative Minds Limited, see page 75. ISBN: 1898149704.

What to Do When You Can't Learn the Times Tables by S Chinn. 1997. Egon Publishers Limited, see page 74. ISBN: 1899998276. Also available on CD ROM.

13.1.2 Online Resources

www.counon.org Games, puzzles, information and links to related sites. Teacher's index.

http://xavier.bangor.ac.uk Slavonic abacus, notes and teaching materials.

13.1.3 Maths Software

MathMania (7 – 11years) Topologika Software Limited, see page 79. Answer questions on number, time, angles, measurement, shape and space to complete a maze and tackle 1 of 8 maths puzzles. 4 levels of difficulty. Questions can be supplemented.

Maths Circus Act 3, 4 and 5 (4 - adult) 4Mation, see page 78. Reasoning skills are required to play 12 games - 5 levels of difficulty.

Maths Workshop (5-11years) Available from iANSYST, see page 47. Games and activities.

NumberShark (6-15 years). Whitespace Software Limited. Available from iANSYST, see page 47. Covers the 4 main rules of number in 27 games. Presented in numerous ways with variable levels of difficulty.

Numbers You Need (10-15 years) Cambridge Training and Development, see page 78. Real life experiences are used to reinforce the topics covered: decimals, fractions, percentages, negative numbers, approximation and estimation.

14 Enlisting Specialist Help

14.1 When is specialist help needed?

SpLD children often have three main stages at school when specialist help is very important.

- 1) Children entering school and making poor headway with reading, writing and perhaps number work, in spite of seeming as able as other children in the class, are usually in urgent need of help. Loss of confidence at this early stage can affect the rest of their schooling.
- 2) Organisational problems and often comprehension difficulties, particularly affecting project work and homework, can appear as the pupil prepares for secondary school. Such pupils will benefit from one-to-one help from a specialist to develop new strategies and study skills, see page 51.

- 3) The final examination stage at school, see page 53, can create particular anxieties for the bright SpLD pupil who will need help with memorising, examination techniques and perhaps using a word processor, as well as advice about the choice of further education subjects in the light of any remaining SpLD difficulties.

The BDA, see page 8, and PATOSS see page 67, both produce information sheets entitled **Private Dyslexia Tuition: Information for Parents**.

14.2 Getting advice

Many full-time specialist teachers will be able to offer valuable help to schools and to parents in the form of a consultation, or a formal diagnostic teaching assessment and consultation, even though they cannot offer long-term teaching. They will be able to advise about making the best use of existing resources. They will know about local educational psychology services and the system for statementing children with special educational needs. Where statementing is in progress, they can suggest where parents can get a second opinion if they feel in need of one.

14.3 What is a SpLD teaching qualification?

Details of attendance and distance learning courses for teachers who specialise in SpLD, can be found on page 68. Schools and parents do need to understand the particular areas of expertise and experience of SpLD specialists.

14.4 Taking up references

All specialist teachers working privately should be happy to offer references. If you feel it is important to have some evidence of success in teaching the kind of child you want to find help for, it would be worth taking this up.

14.5 What the SpLD specialist will need

When you find a teacher to help the child in your care you will find that they need to be sure that any arrangements made with the school or family are compatible with good teaching practice. They will need to see the child on a regular basis in a place where there is no distraction. They will need enough time at each session to achieve real progress with a child who finds certain aspects of learning very difficult. If success is not achieved for the child who is given special extra help, he is quite likely to conclude that he really is stupid. It takes time to achieve the sort of progress that will restore confidence. A specialist would expect to be able to offer an idea of the length of programme needed once an initial assessment has been carried out.

The SpLD specialist usually likes to be able to consult with the other people concerned in the child's day-to-day care, such as parents, classroom or subject teachers, head teacher or year tutor. Some may offer a teaching note at the end of each session to keep parents and teachers informed of progress and may suggest ways in which help can be given at home and at school to support the pupil between sessions.

A SpLD specialist assessing the child's difficulties would also need information about eyesight checks, early hearing problems, help from educational psychologists and speech therapists, so be ready to answer a range of such questions when you make contact. This also applies when a specialist undertakes a Diagnostic Teaching Assessment.

14.6 Testing for SpLD: Diagnostic Teaching Assessment

All OCR (formerly RSA) Diplomatists, and those with an equivalent qualification or an SpLD Assessment Practising Certificate, see page 66, train to carry out Diagnostic Teaching Assessments. Those in the Patoss Index of Tutors and Assessors may offer testing and consultation, even though they are in full-time work. It is very important that SpLD children be identified so that they can be helped appropriately. Schools or parents can contact such SpLD specialists direct.

- **Underlying Ability** Tests such as British Picture Vocabulary Scale. Ravens.
- **Attainment** Tests such as Single word Reading, Schonell. Vernon. Single word Spelling, Schonell. Vernon. Reading in context, New MacMillan Reading Analysis. MacMillan. Individual Read Analysis. Neale Analysis.
- **Free Writing**
- **Auditory Short-term Memory** The Digit Span Test.
- **Skills Tests** Phonology skills. Phonic knowledge. Visual perception tests. Sequencing abilities.

Testing and consultation are charged by the hour. The tests usually take between 1 and 1½ hours. Before the test parents should enquire how long the report writing is likely to take, as this will effect the total cost. Consultation about the report and the way ahead can follow.

14.7 Paying for out-of-school help

Independent teachers are already working with children throughout the country both in school and at home and will have established an hourly charge. Where parents are seeking teaching help or an assessment, they should ask what the hourly charge would be at an early stage in their enquiries. It usually relates to "one hours worth" of a specialist school teacher's salary. There may be an additional mileage charge. A general rule of thumb is that the earlier a child receives help, the less it is likely to cost in the long run. Failure at school whatever the underlying causes can quickly become a problem in itself. Free general advice can be obtained from your region's dyslexia centres and on dyslexia helplines.

Some insurance companies will pay for extra tuition for a dyslexic child where during pregnancy parents have taken out insurance against additional expenses for special needs. Families with full private medical insurance cover may be eligible for help from the insurer's psychology service where a SpLD is suspected. Ask your insurance company for details.

14.8 Finding out-of-school help

PATOSS see page 67, produces an annual **Index of Tutors and Assessors**. The Index is a list of Patoss members (nation-wide) all qualified SpLD specialists, willing to have their names given to other professionals or parents seeking tutors, assessment or advice.

14.9 Alternative therapies

Understanding Kinesiology one of twenty-two inexpensive understanding titles about alternative therapies, such as Bowen technique, reflexology, fish oils, and The Alexander Technique. Available from Corpus & First Stone Publishing, see page 78.

15 School and LA Help

15.1 Choosing a School

Children who are going to find school difficult will need the best provision that is available locally. Where a school has had an inspection, the Office for Standards in Education (OFSTED) inspectors will always include a section on special needs provision in their reports. Schools have a legal obligation to allow parents to see a copy of the school's OFSTED report. Alternatively this information can be accessed from the Internet. See OFSTED, page 42.

A few schools are approved by the DCSF as being specifically organised to make special educational provision for pupils with SpLD.

These are some questions to ask a prospective head teacher:

- What SpLD qualifications and experience do the members of staff have? How often is inset training on dyslexia arranged for staff and when was the last one?
- Does the school screen pupils for SpLD problems?
- Is extra time offered during school exams? What is the arrangement for concessions from public examination boards?
- Are the SEN children helped and encouraged to use alternative means of recording, such as a laptop notebook or word processor in school?
- Does the school have a Marking Policy document, a Spelling Policy document and a Handwriting Policy document? If the school has developed these policies there is likely to be a consistent learning environment that will suit a student with a SpLD.

15.1.1 Information and Advice on Schools

CReSTeD

Greygarth, Littleworth, Winchcombe, Cheltenham, Gloucestershire GL54 5BT
Tel: 01242 604852 Email: crested@crested.org.uk Website: www.crested.org.uk

Dyslexia Action, see page 8. Offers information on schools catering for dyslexia.

EduBase

Helpline Tel: 0870 120 2527 Email: helpdesk@edubase.gov.uk

Website: www.edubase.gov.uk

Database maintained on behalf of the DCSF, of all the educational establishments in England and Wales. Parents and professionals can make a comprehensive or specific search, there are schools catering for particular types of SEN.

Gabbitas Educational Consultants Limited

Carrington House, 126 - 130 Regent Street, London W1B 5EE

Tel: 0207 734 0161 Fax: 0207 437 1764 Website: www.gabbitas.co.uk

Provides a free search and advisory service to parents looking for an independent school with special needs facilities. Alternatively parents can search the online directory of schools at www.gabbitas.net There is an option to purchasing Gabbitas Guides (Independent Schools Guide and Schools for Special Needs)

Independent Schools Council (ISCis)

St Vincent House, 30 Orange Street, London WC2H 7HH

Tel: 0207 766 7070 Fax: 0207 766 7071 Website: www.isc.co.uk

Information and advice about independent schools, school fees, grants, bursaries etc. There is a search facility for short-listing schools based on subjects, facilities and children's needs.

Office for Standards in Education (OFSTED)

Royal Exchange Buildings, St Ann's Square, Manchester M2 7LA

Tel: 0300 123 1231 Email: enquiries@ofsted.gov.uk Website: www.ofsted.gov.uk

Comprehensive system of inspection and regulation covering schools, colleges, and many aspects of children's services.

15.1.2 Useful Publications and Online Resources

Checklist for choosing a School BDA information sheet, see page 8.

Choosing a School A guide to provision including lists of schools catering for children with speech and language difficulties. Available from Afasic, see page 27.

Schools, Units and Classes A list of specialist units catering for children with autism. Published by NAS, see page 21.

Gabbitas Guide to Schools for Special Needs 2006. Kogan Page Publishing. Over 2000 independent non-maintained and state maintained special schools and colleges are listed. Information on statementing, the Code of Practice, SEN Tribunals, special arrangements and guidance for students over 16.

15.2 SEN Regulations

The 'Code of Practice' requires that every school has a named teacher, the special needs co-ordinator (SENCO) who is responsible for overseeing and implementing the schools special educational needs (SEN) policy. In addition almost all schools will have a governor who has responsibility for SEN. Useful Publication: **School Governors - A Guide to the Law**. Available free from the DCSF Publications Centre, see page 43. A guide to the law for School Governors 2008.

Schools are no longer obliged to keep a register of children requiring extra help although many do so. When a parent expresses concern that their child may have SEN, the SENCO should take action and help the class teacher gather information to assess the child's needs. The school is required to inform parents when they make special educational provision for a child identified as having SEN.

15.3 Individual Education Plan (IEP)

An IEP is a written programme for a child with special educational needs, drawn up by the SENCO, in conjunction with the class teacher. An IEP should include the information:

- **The Child's learning and behavioural targets.**
- **Specific details about the way in which the child will be helped.**
- **The specialists involved and any activities.**
- **Materials and equipment to be used.**
- **Help from parents at home.**
- **Teaching targets.**
- **Medical and support needs.**
- **How the arrangements will be monitored, assessed and reviewed.**

15.4 Statementing and Transition Plans

The 'Code of Practice' recommends that schools should provide help for children with special educational needs in 5 stages. For information about statementing or the 'Code of Practice' contact one of the national or local organisations listed below and on page 44. Once the proposed statement arrives, parents have 15 days in which to discuss matters with LA officers and the professionals who gave advice in compiling the statement. Parents can also seek advice from other quarters, see organisations below and on page 44, about the LA's legal responsibilities and tell the LA what they think of the proposed statement.

Pupils who have a statement of special educational need should be involved in the writing of a **Transition Plan** at a review meeting with their Local Authority when they are 14 years old. This will bring together information from a range of professionals in order to make plans for the child's transition into adult life. It is then reviewed each year to make sure it is up to date and is bringing together all the different sources of help required. For more detailed information, contact Network 81, see page 44.

15.4.1 Information and Advice on Statementing

Department for Business Innovation & Skills (BIS)

1 Victoria Street, London SW1H 0ET

Tel: 0207 215 5000 Email: info@dius.gsi.gov.uk Website: www.dius.gov.uk

Department for Children, Schools and Families (DCSF)

Sanctuary Buildings, Great Smith Street, London SW1P 3BT

Tel: 0870 000 2288 Fax: 01928 794248 Email: info@dcsf.gsi.gov.uk

Website: www.dcsf.gov.uk

Network 81

1-7 Woodfield Terrace, Stansted, Essex CM24 8AJ

Admin Tel: 0845 077 4056 Helpline Tel: 0845 077 4055 Fax: 0845 077 4057

Email: info@network81.org Website: www.network81.org

A national network of parent support groups helping parents through all stages of assessment and statementing. Advises on the Code of Practice, communicating with schools and education authorities and choosing a school. It runs befriender training-courses publishes a Parents Guide.

Rathbone

4th Floor, Churchgate House, 56 Oxford Street, Manchester M1 6EU

Tel: 0161 236 5358 Freephone Tel: 0800 731 5321 Fax: 0161 238 6356

Website: www.rathboneuk.org

Support and a range of leaflets on School Exclusions, School-based help, Proposed Statementing, Tribunals Guide and Complaints. For other services, see pages 32 and 65.

The Independent Panel for Special Education Advice (IPSEA)

6 Carlow Mews, Woodbridge, Suffolk IP12 1DH

Advice Tel: 0800 018 4016 (10 – 4 Mon – Fri and 7 – 9 Mon – Thurs) Fax: 01394 446577

Website: www.ipsea.org.uk

IPSEA provides free independent advice on LA's duties towards children with a SpLD. It offers professional second opinions on those needs, and will represent parents at Special Needs Tribunals. IPSEA is staffed by professionals qualified in the field of SEN.

15.4.2 Useful Publications

Getting Extra Help Step by step guide available from ACE, see page 46.

Preparing for Adult Life and Transition A fact sheet available free from Contact a Family, see page 29.

Sent Ahead: The IPSEA Guide to the Special Educational Needs Tribunal by S Capper. 2000. Published by and available from IPSEA, see above. ISBN: 0953777901. A guide for parents on the statementing process.

Special Education Handbook: The Law on Children with Special Needs by P Newell and M McGowan. 8th Edition. 2002. Published by ACE, see page 46. ISBN: 187067295X. Straightforward explanation of assessment and statementing.

Taking Action: Appropriate Education is Every Child's Right – The Essential Guide to SEN Law for Teachers, Parents, Advocates and Advice Workers by J Wright and D Ruebain. 2002. Questions Publishing. Available from Country bookshop, see page 74. ISBN: 1841900818.

The Parents Guide 2006. Available from Network 81, see above.

The books below can be obtained free from the DCSF Publications Centre, see page 43.

- **Special Educational Needs - A Guide for Parents and Carers** Ref: 0800/2001
- **Special Educational Needs: Code of Practice** Ref: 0581/2001

15.5 Befriender Schemes

There is a system of "befriending" for families going through the process of statementing. Befrienders are trained to help parents get the right support for their child. They can help with obtaining assessments, IEPs and statements. A "Named Person" is someone who will help parents express their views and offer them support whenever they need it. Network 81, see page 44, runs Befriending Courses.

15.6 Parent Partnership Schemes

LAs are responsible for providing help and advice through parent partnership services to parents of SEN children. Information about local parent partnership services is available from the National Parent Partnership Network (NPPN)

8 Wakely Street, London EC1V 7QE

Tel: 0207 843 6058 Email: nppn@ncb.org.uk Website: www.parentpartnership.org.uk

16 Information Communication Technology

The enormous benefit of information communication technology (ICT) to dyslexic students and those already in work is generally recognised. It is an area in which many individuals with a SpLD have the potential to develop superior skills ensuring them very good job prospects. At all levels computers and word processors can do much to reduce the problems caused by a SpLD. In tertiary education word processed work is becoming a requirement rather than an option. It is also the stage at which institutional help and support are most easily available. See NATSPEC, page 60 and Universities/Higher Education, page 60.

Once SpLD children reach secondary level the volume of written work expected of them can itself be a problem. A move to a word processor can produce a marked improvement in quality and quantity and make written assignments easier to mark and to use for revision.

Students needing to use a word processor for GCSE examinations should be using one for school-work from the age of 14 years to qualify for the arrangements.

The variety of specialist software on the market means that with careful choice, many people are able to bypass their difficulties. Packages exist to help with planning (eg. 'Inspiration,' and 'Mind Genius'), spelling (eg. 'Superspell'), proof checking (eg. 'Text Help Read and Write') and prediction (eg. 'Predict It'), all of which can make academic work easier. For more details about software and its applications, access the Abilitynet and Becta websites, see below and page 46, or send for fact sheets. When choosing software or hardware it is helpful to visit a specialist supplier, such as the advisory centres see page 47, where different programs and adaptive technologies can be tested before they are purchased.

16.1 Advice and Support

AbilityNet

PO Box 94, Warwick CV34 5WS

Tel: 01926 312847 Fax: 01926 407425 Freephone Tel: 0800 269545

Email: enquiries@abilitynet.org.uk Website: www.abilitynet.org.uk

Impartial advice for individuals with a SpLD on all aspects of computers. Hardware/ software products to assist people with disabilities to use/adapt computers, equipment and software.

BDA Arranges computer workshops. Enquire on their Helpline, see page 8.

Becta

Millburn Hill Road, Science Park, Coventry CV4 7JJ
Tel: 0247 641 6994 General Enquiries Tel: 0800 877 8777
Email: customerservices@becta.org.uk Website: www.becta.org.uk

Inclusive Technology Limited

Riverside Court, Huddersfield Road, Delph, Oldham OL3 5FZ
Tel: 01457 819790 Fax: 01457 819799 Email: inclusive@inclusive.co.uk
Website: www.inclusive.co.uk
Independent advice for parents on buying and using computers for educational purposes.
Free guide to computers supporting homework. All resources rated for quality and educational value.

Teem Limited

P O Box 678, Cambridge CB1
Tel: 084566 170500 Fax: 01954 253901 Website www.teem.org.uk
Produces software and website evaluations for schools, also of interest to parents. Rigorous testing of educational multimedia for teachers. Extensive software library.

16.1.1 Speech Recognition Systems

For information about speech recognition systems (dictating into a computer) contact the following:

- **Ace Centre Advisory Trust**, see below. A summary of voice recognition issues can be found.
- **Arts Dyslexia Trust**, see page 55. Provides up-dated information on Voice Recognition Software via their newsletters
- **iANSYST**, see page 47.
- **Talking Technologies**, see page 48. Online shop for software training. Newsletter on updated interactive pages.
- **Words Worldwide Limited**, see page 48. Keystone Speech Tutor.

16.2 ICT Assessment

AbilityNet, see page 45, can organise ICT assessments at their regional centres, in the home or workplace. If funding is not available there is no charge for this service.

Ace Centre Advisory Trust

92 Windmill Road, Headington, Oxford OX3 7DR
Tel: 01865 759800 Fax: 01865 759810 Email: info@ace-centre.org.uk
Website: www.ace-centre.org.uk

A specialist centre focusing on the needs of children with communication deficits in speaking and/or writing. Assessment (fee payable), software, publications, training and lending library.

National Network of Assessment Centres (NNAC), see page 61.

16.3 Advisory Centre

iANSYST Limited

Fen House, Fen Road, Cambridge CB4 1UN

Tel: 01223 420101 Email: customerservices@iansyst.co.uk

Website: www.dyslexic.com or www.iansyst.co.uk

Specialises in software and computers to assist those with a SpLD, includes text-to-speech, study skills, mind-mapping and speech recognition systems. iANSYST also provides product reviews and comparisons, and advice on using ICT for SEN.

16.3.1 Useful Publications

A First Handbook of ICT and Special Educational Needs. 2004. Nasen Enterprises Limited, see page 67. ISBN: 190148534X.

Buying Educational Software Reports on 54 titles by PIN.

Dyslexia and Information and Communications Technology: A Guide for Teachers and Parents by A Keates. 2nd Edition. 2000. David Fulton Publishers Limited, see page 74. ISBN: 185346757X.

The **BDA** website, see page 8, offers information on different aspects of computing.

16.3.2 Computer Equipment and Resources

Box42/Special Needs Computing, see page 78. Suppliers of computer and software packages. Zero rate VAT entitlement is available to disabled individuals and charities.

Centerprise International Limited

Hampshire International Business Park, Lime Tree Way, Chineham, Basingstoke, Hampshire RG24 8GQ

Tel: 01256 378000 Fax: 01256 843174 Email: admin@centerprise.co.uk

Website: www.centerprise.co.uk

This company is part of the Computers in Education scheme. They provide hardware to parents of children with special needs (no proof of disability is required) at school prices.

Computer Key Labels

Unit H1, Longford Trading Estate, Thomas Street, Stretford, Manchester M32 0JT

Tel: 0161 866 8936 Fax: 0161 864 3517 Email: info@easyteach.co.uk

Website: www.easyteach.co.uk

Upper and lower case letters on stickers; cream dry wipe boards, from Easyteach.

Fledglings, see page 6, can supply low cost recycled computers and coloured key top stickers.

iANSYST, see above.

Keytools Limited

Abacus House, 1 Spring Crescent, Southampton SO17 2FZ

Tel: 0238 029 4500 Website: www.keytools.com

Wide range of products, information and advice to make IT easier and enable computer access for all.

Lower-case Keyboard Complete computer keyboard, with lower case letters instead of capitals. Works with PC, A7000, and Risc PC.

Penta International

Upperton House, The Avenue, Eastbourne BN21 3YB

Tel: 01323 416171 Fax: 01323 439939 Email: info@pentainternational.co.uk

Website: www.pentainternational.co.uk

Offers training for teachers and LSAs in school or via a distance-learning module. The basics of ICT are covered but the main focus is on SEN support.

Talking Technologies

14 West Street, Corfe Castle, Dorset BH20 5HD

Tel: 01929 477137 Email tt@cherryheaven.co.uk Website www.talking.co.uk

Touch-type Read and Spell

The Willow Centre, 8-11 Willow Walk, Farnborough, Kent BR6 7AA

Tel: 0208 464 1330 Fax: 0208 313 9454 Email: admin@ttrs.co.uk Website: www.ttrs.co.uk

Words Worldwide Limited

9 Military Road, Heddon on the Wall, Newcastle Upon Tyne NE15 0BQ

Tel: 01661 854700 Fax: 01661 854744 Email: info@wordsworldwide.co.uk

Website: www.wordsworldwide.co.uk

For information about literacy packages, see page 35, maths packages, see page 38, study skills support software, see page 52, software and hardware suppliers, see page 78.

16.4 Computer Tuition and Keyboard Skills

Touch typing and good keyboard skills are essential. There are teach yourself programs available such as:

Disney's Adventures in Typing with Timon and Pumbaa (Disney's Learning Series)

Jump Ahead: Typing (Random House)

KAZ (Gotham New Media) (see page 78)

Kewala's Typing Adventure (Typequick; aimed at students under 21 years old)

Magic Type Information for young children learning keyboard skills is found on page 49.

Mavis Beacon Teaches Typing 9 (Mindscape)

Touch-type Read and Spell (see page 47) available on franchise to tutors and to parents at home

Touch Type (Iota)

Type to Learn (Sunburst; schools version)

Typing Instructor Deluxe Version 12 (Individual Software Incorporated)

Children aged 6-12 years might enjoy

16.4.1 Useful Publications

Autism and Information and ICT: A Guide for Teachers and Parents by C Hardy, J Ogden, J Newman and S Cooper. 2002. David Fulton Publishers, see page 74. ISBN: 185346824X.

Boxer Rebellion is a keyboarding course book and laminated colour-coded key chart. (Non-photocopiable). Based on a successful course run by author J Morris, a keyboarding specialist and SpLD course tutor. Available from Crossbow Education, see page 74.

Easy Type and **Easy Type Two** by R Kinloch. Published by and available from Egon Publishers, see page 74. ISBN: 0905858905/1899998292.

Keyboarding Skills for Children with Disabilities by D E Penso. 1999. John Wiley Publishers, see page 75. ISBN: 1861561016.

Type It (6+ - adult) by J Duffy. EPS. A beginners touch-system typing manual, designed as a linguistically oriented programme for pupils with SpLD. From Better Books, see page 74.

16.5 Early Years Information Communication Technology

Imaginative use of ICT with 3-7 year olds encourages children to use their strengths to compensate for their weaknesses. SpLD children often have good drawing and visualisation skills enabling them to develop alternative strategies such as creating picture prompts. They become familiar with a keyboard, making the move to word processing an easier transition.

BDA publication suggests that **ICT can help by:**

- Providing a multisensory learning environment
- Facilitating individualised work for a child
- Bypassing some co-ordination obstacles
- Supporting home/school collaboration in the learning process

Software/Hardware requirements:

- Appropriate multisensory early years software
- More regular access to a good multi-media computer than the class norm
- Alternative access devices (rollerball; touch-screen) if needed

Computer activities can help to develop weak skills:

- Memory skills can be developed by using short instructions with picture prompts
- Visual memory can be developed with Pelmanism, Kim's game and picture sequence stories
- Auditory memory can be developed with nursery rhyme games and sequenced stories

The multisensory aspects of talking books can encourage reading by:

- Supporting tracking skills
- Reinforcing relationships of image, sound and letters
- Encouraging independence
- Fostering rhythm, rhyme and pitch skills

16.5.1 Early Years Software Suggestions

The items below include software products that have been found useful for children aged 3-7 years with a SpLD. Good packages generally start at about £20.00 and are often available from high street computer stores. Alternatively the ICT stockists listed on page 78 will be able to supply many of these packages.

2Simple Infant Video Toolbox (2simplesoftware)

Clicker 5 (Crick Software, see page 78) allows children to write with pictures as well as words

Jump Ahead Preschool (Havas)

Jump Ahead Toddler (Knowledge Adventure)

Learning Ladder 3-5 (Dorling Kindersley)

Living Books series of CD's (Brondersbund)

My First Dictionary (Dorling Kindersley)

My First Getting Ready For School (Dorling Kindersley)

NumberShark (Whitespace)

Oxford Word Box (Oxford)

Thinking Things 1 (Edmark or Iona)

Tizzy's Toybox (Havas)

Top Marks (Douglas King)

WordShark 3L (Whitespace) A phonics based reading program requiring adult supervision

The following products may be helpful to anyone working with a child who has autism or Asperger's syndrome. **Mind-Reading** a new CD ROM has been developed for individuals with autism, see page 22. www.jkp.com/mindreading Jessica Kingsley Publishers, see page 75.

BoardMaker (Mayer-Johnson Co) 4500 picture communication symbols (PCs) and a drawing programme through which displays can be created. Available from Widgit Software Limited, see page 79.

First Keys Widgit Software Limited, see page 79 familiarises young children with keyboard layout

Keyboard Crazy Keyboard Crazy Limited, see page 78. A game designed to help teachers ensure that young children can find their way around a keyboard.

Smart Alex (Brilliant Computing) is a cartoon character who can pull over 100 faces

Tivola produce a number of discs about a character called Max which involve problem solving and decision making.

Anyone teaching keyboard skills to young children may find the items below useful.

17 Studying and Exams

17.1 Study Skills

Study Skills are techniques which make the learning process more efficient and contribute to achievement. Study skills are essential for all pupils seeking examination access arrangements. In the majority of cases, where extra time is awarded, it is to allow for improved quality. Planning answers is more likely to improve grades than simply writing longer answers. These skills need to be studied and practised.

Pupils with organisational weaknesses are likely to find the use of a word processor helpful, especially for longer assignments, see page 45. Where a pupil has been submitting work done on a word processor for at least two years prior to the examinations, an access arrangement may be obtained to allow certain examinations to be done on a word processor.

The courses listed below are likely to include the following areas of study: identification of problem areas, organisation of ideas and planning, memory skills, taking notes, reading and listening, examinations and time management.

17.2 Study Skills Courses

Brainwaves Education Limited

Autumn House, Hill Farm Barns, Duffs Hill, Glemsford, Suffolk CO10 7PP

Tel: 01787 280733 Email: brainwaves@hillfarmbarns.org

Website: www.brainwaveseducation.com

Consultancy business run by Jane Dupree offering training, advice and support to Local Authorities, School and Colleges, Parents and Charities in the specialist field of: Dyslexia, Literacy Development and Study Skills.

Communication and Learning Skills Centre (CALSC)

PO Box 621, Sutton, Surrey SM1 2ZS

Tel: 0208 642 4663 Website: www.calsc.co.uk

Jane Mitchell Courses are run for teachers, see page 68. CALSC produces a range of learning aids eg. the 'Student Organiser Pack' and CD ROMs, to improve short and long-term memory.

Learning Performance

Cricket View, Guards Avenue, Caterham-on-the-Hill, Surrey CR3 5XL

Tel: 01883 334551 Fax: 01883 349054 Email: rachel@learningperformance.com Website: www.learningperformance.com

Study skills seminars at locations across the country.

The Helen Arkell Dyslexia Centre and **Dyslexia Action**, see page 8, offer study skills courses as do **Independent Dyslexia Consultants**, see page 64.

17.2.1 Useful Publications

Advanced Study Skills: A Students Survival Guide for AS, A Level and Advanced VCE by C Ostler and F Ward. ISBN: 1903842026. Published by SEN Marketing and available from SEN Books, see page 77.

Basic Study Skills: A Multisensory Guide for Students by J Beard. 1998. Published by and available from Crossbow Education, see page 74. ISBN: 1900891026.

Get It Right! (Heinemann Exam Success) by J Seely, D Kitchen, C Constant and K Elliott. 1997. Heinemann, purchase from Pearson, see page 76. ISBN: 0435102540.

Learn how to Study: A Guide for Students of All Ages by D Rowntree. 1998. Timer Warner Paperbacks. ISBN: 0751520888.

Lightning Learning A series of books designed to help with study techniques from age 7 years through to undergraduate level. Available from Intelligent Minds.

Study Skills: A Pupil's Survival Guide by C Ostler. 1996. Ammonite Books, see page 73. ISBN: 186986610X.

Studywise 1: Study Skills for 11 – 14 Year Olds 1996. (11-14 years) and **Studywise 2: Study Skills for 11 – 14 Year Olds** 1996. (14-16 years) by J Foster. Collins Educational. ISBN: 0003201880/0003201899.

The Good Study Guide by A Northedge. 2005. Open University Worldwide, see page 76. ISBN: 0749259744.

Use Your Head by T Buzan. 2000. BBC Books. ISBN: 0563537299. The centre supplies materials on Mind Mapping, in which the key concepts are presented in a non-linear way.

17.2.2 Online Resources

www.bangor.ac.uk Bangor, Gwynedd LL57 2DG Tel: 01248 351151 The University site offers skill techniques and study aids.

www.dyslexiaaction.org.uk Dyslexia Action, see page 8, has helpful information about study skills on its website, and for purchase.

http://www.ucc.vt.edu/stdysk/stdyhlp.html Online study skills self-help information.

17.2.3 Useful Software Products

BrainBooster Study skills for 13+. From Nessy, see page 35. Animated.

Inspiration (iANSYST), see page 47. A creative planning tool that enables the user to create visual webs and concept maps.

Mastering Memory for teaching short-term memory strategies. **Time to Revise** for children and students who forget spellings, and information learned. Available from CALSC, see page 51.

MindManager Mindmapping package approved by Tony Buzan.

Wordswork (Alphabetics Limited). Graphics, voice-overs and colour help to develop basic literacy, learning styles and study skill techniques. Available from iANSYST, see page 47.

17.3 Special Arrangements for Examinations

A child's SpLD may mean that special provision is needed in some or all subjects. More detailed information about examination concessions can be found in the BDA publications, *Patoss and Dyslexia: Assessing the need for Access Arrangements*, see useful publications on page 55, or on the BDA website, see page 8.

Statutory Attainment Tests (SATs)

Children sit the standard SATs tests at 7, 11 and 14 years unless the school applies for special arrangements for an individual. Head teachers need to complete the form provided in the *Assessment and Reporting Arrangements* booklets, see page 55. There is a procedure for parental requests and appeals.

The SpLD child might benefit from one or more of the following special arrangements:

- Up to 25% additional time allowance in written tests
- Separating each test into sections to allow rest breaks
- Taped versions of the maths and science exams
- Papers that have been photocopied onto coloured paper. The use of coloured overlays and coloured filter lenses
- Increased shading on diagrams, charts and graphs, to enhance visual clarity. The addition of bold lines which help children with spatial difficulties
- Having real objects instead of those illustrated in maths and science exams
- Use of a word processor in all the tests, except for the English handwriting paper
- A teacher or support assistant to read the maths and science papers
- Age 7-14 years: Use of an amanuensis in the maths, science and English tests
- Age 7-14 years: Transcripts of exam papers, if the child's handwriting is very poor

17.3.1 Useful Publications

Assessment Guidance for Access Arrangements: Preparing for KS2 and KS2 National Curriculum Tests by C Read. Published by NFER Nelson Publishing Company Limited, see page 76. ISBN: 9780708716434.

Dyslexia: Assessing & Reporting by G Backhouse and K Morris. Published by Patoss, see page 67. ISBN: 9780340900192.

Teacher assessment activities for Key Stage 1 (QCA/06/2424)

Teacher assessment activities for Key Stage 2 (QCA/06/2425)

Teacher assessment activities for Key Stage 3 (QCA/06/2426)

These booklets are available from the **Qualifications & Curriculum Development (QCA)**

PO Box 29 Norwich NR3 1GN

Tel: 0300 303 3015 Fax: 0300 303 3016 Email: orderline@gcda.gov.uk

Website: www.gcda.gov.uk

17.3.2 GCE, VCE, GCSE & GNVQ Examinations

A range of special arrangements may be put in place to assist candidates with particular requirements to demonstrate their knowledge and skills in exams. Arrangements are made according to need for the particular subject and not on the basis of a diagnosis of dyslexia or DCD / dyspraxia. Students who cannot read or write accurately or fluently enough to cope with their exams in the normal way will usually be given appropriate assistance – except in subjects like English Language where reading and writing skills are being examined directly. Parents of very able pupils, who begin to experience organisational problems at secondary school, should be aware that an additional time allowance can be very helpful. Such pupils may have overcome basic reading and writing problems at primary school. However, consistent under-achievement in project work and essay writing can indicate a SpLD. See ICT page 45, regarding use of computers in examinations.

In all cases the candidate must have a diagnostic assessment report prepared by an educational psychologist or a specialist teacher holding one of the qualifications approved by the Joint Council such as the OCR or SpLD Diploma, AMBDA or an SpLD Assessment Practising Certificate, see page 66. The report must include historical evidence of the disability and show how the school or college normally makes provision to meet the candidate's needs.

Schools and colleges will use these reports together with their own knowledge of the candidate's abilities and needs to decide whether to allow extra time or rest breaks during the exams. Up to 25% extra time may be given although where a candidate's difficulties are mild, a smaller time allowance would be given. The diagnostic assessment must have taken place when the candidate was in Y7 or later, and be supplemented by school-based records, for example of learning support and / or special arrangements during KS3 SATs.

Permission to make other special arrangements such as those see below and on page 55, is not a school-based decision and must come from the awarding body. An up-to-date formal assessment report is required, written within 2 years of the final exams using a special JCQ report form.

- **Readers:** Reading of the questions to a candidate is only permitted in exceptional cases when a candidate's Reading Age (measured using an age-appropriate Graded Single Word Reading test) is 10 years or below (GCSE, Intermediate & Foundation GNVQ) or 12 years or below (GCE & VCE). Candidates who do not qualify for a reader but read quite inaccurately may benefit from the read aloud scheme; they take their exams in a separate room and can read the questions aloud to hear if what they have said makes sense.
- **Computers:** The use of a word-processor may be requested where this is the student's usual method of communication. (Spell checkers are not allowed).
- **Amanuensis:** A scribe who in exceptional circumstances writes all a candidate's dictated answers. For students with severe co-ordination difficulties an amanuensis could help with completing a grid or joining points on a graph as requested.
- **Transcripts:** Arrangements can be made for a transcript to be provided when a candidate's script is illegible. This may benefit those with handwriting problems.

- **Prompters:** Requests can be made for the use of prompters and rest breaks for candidates who have severe attention problems.

Any decisions about special arrangements should be made at the beginning of the examination course i.e. 2 years before the final exams, not at the last moment. In this way, the arrangements are in place for all modules and the students have time to practice the arrangements, for example dictating their answers to someone else or using extra time wisely.

17.3.3 Useful Publications and Online Resources

Dyslexia: Assessing the Need for Access Arrangements during Examinations - A Practical Guide 3rd Edition. by G Backhouse, E Dolman and C Read. Published in association with JCQ. Available from Patoss, see page 67.

Examinations Arrangements for candidates with Special Needs OAASIS information sheet, see page 6.

GCE, VCE, GCSE and GCE – Regulations and Guidance. Candidates who are eligible for Adjustments in Examinations 2009/10. Joint Council for Qualifications. Every school and college receives 2 copies (for the SENCO and Examinations Officer) each September. Extra (free) copies are available from all the exam boards or can be downloaded from the JCQ website: www.jcq.org.uk

GCSE Exams – What Help is Available for the Dyspraxic Candidate? A fact sheet produced by the Dyspraxia Foundation, see page 12.

Psychological Assessment Materials Dyslexia Action sells a complete range online, see page 8.

www.patoss-dyslexia.org Information sheets for teachers and candidates (downloadable), see page 67.

18 Adults with Specific Learning Difficulties

A wide range of advice and services is available to dyslexic adults with a SpLD. When approaching organisations for advice or help be ready to explain what your remaining difficulties are and in which activities you enjoy success.

18.1 National Organisations

Arts Dyslexia Trust

14 Churchfield Way, Wye, Ashford, Kent KT25 5EQ

Tel: 01233 811960 Email: adt@artsdyslexiastrust.org Website: www.artsdyslexiastrust.org

Information, advice, newsletters, tapes, and research for dyslexic children, students, parents and professionals. Promotes the development and understanding of visual/spatial literacy, and better understanding of visual/spatial thinkers. Advice on schools, courses and higher education.

Dyslexia Action and the **BDA**, see page 8, have information and self-help groups for SpLD adults.

Dyspraxia Foundation Adult Support Group

8 West Alley, Hitchin, Hertfordshire SG5 1EG

Helpline Tel: 01462 454986 (10am – 1pm Mon – Fri) Fax: 01462 455052

Email: dyspraxia@dyspraxiafoundation.org.uk Website: www.dyspraxiafoundation.org.uk

The Dyslexia Teaching Centre, see page 9.

18.1.1 Useful Publications

ADD in Adults: Help for Adults Who Suffer from Attention Deficit Disorder by Dr G Serfontein. Simon and Schuster. 1994. ISBN: 0731803906. Strategies for coping with concentration and organisational problems.

Autism and Asperger Syndrome - Preparing for Adulthood. By P Howlin. 2004. Published by Routledge, see page 76. ISBN 0415309689.

Driven to Distraction: Recognizing and coping with Attention Deficit Disorder from Childhood Through Adulthood by E Hallowell and J Ratey. 1995. Touchstone. Available from ADDISS, see page 17. ISBN: 0684801280.

Living with Dyspraxia: A guide for adults living with developmental dyspraxia by M Colley. Compiled by the Dyspraxia Foundation Adult Support Group, see above. 2000. ISBN: 0953434419.

The Dyslexic Adult in a Non-Dyslexic World by E Morgan and C Klein. 2000. John Wiley Publishers, see page 75. ISBN 1861562071.

18.1.2 Online Resources

www.addresources.org USA site has information for ADD / ADHD adults, parents and teachers.

18.2 Driving and Driving Tests

Many SpLD adults are particularly able drivers. For those who are concerned about their ability to concentrate, steer and judge distance at the same time, a visit to an accredited assessment centre may be worthwhile. These centres offer up-to-date information and advice to drivers who have a disability. Unfortunately these assessments are not standardised. A good starting point is the Mobility Advice and Vehicle Information Service (MAVIS), see page 58. MAVIS, like the other independent UK mobility centres, offers a preliminary off-road assessment after which they will give their views on the candidate's chances of learning to drive successfully and over what period of time.

The British School of Motoring offers a variety of courses designed to cater for any specialist needs. They have driving simulators in some of their larger branches, which are useful if confidence on the road is a problem.

18.2.1 Theory Test

Applicants who may have difficulty responding to written questions in a theory test can have help. The 40 minute test is multiple choice and requires no writing. It is delivered using a touch screen computer and you indicate the correct answer to the 35 questions. It is advisable to make use of the 15 minute practice session before starting the test. During the test, the screen shows which of the 35 questions you are doing, and how much time you have remaining. You can change your answers. A review screen tells you how many questions you have completed, any incomplete answers, and which questions you have flagged to return to later.

No medical evidence is necessary if you require the use of a voice-over. If you require more specific help such as one-to-one support, double time, a reader, a recorder or any combination of the above, then you need to follow either method 1) or 2) as outlined below.

1) Contact the **Customer Services Department of DSA (Driving Standards Agency)** Tel: 0300 200 1122 Ask about the medical evidence that you will need website: www.dsa.gov.uk

2) Obtain a letter from your (a) doctor (b) college (c) employer or (d) driving instructor to say that you have Special Needs and will require additional help or extra time. When you have the appropriate letter, send it with your test application form and provisional licence number, to: **Customer Service Department, Driving Standards Agency, PO Box 381, Manchester M50 3UW** If you do ask your driving instructor to write on your behalf because the others are not available, he / she must write on printed headed paper, explain why none of the others can help, and offer their own proof of your SpLD. Do not pay by Debit / Credit card until you have written confirmation of acceptance back with a special reference number.

18.2.2 Practical Test

Book the test by phone Tel: 0870 010 1372 (Credit Card holders may pay the fee at this point). Medical evidence is likely to be required for any concessions. For queries about special arrangements contact customer services at:
DSA, Head Office, The Axis Building, 112 Upper Parliament Street, Nottingham NG1 6LP
Tel: 0115 936 6449 Website www.direct.gov.uk/drivingtest

18.2.3 Helpful Hints

Drivers with a SpLD may drive less automatically than an equally experienced driver without such problems. Once this is recognised the driver can avoid potentially dangerous situations by not talking while driving and not driving too close to the car in front as reactions may be slower in an emergency. Careful planning such as making a list of the road numbers before the journey can help to prevent overload when there is too much information to process quickly.

Taking frequent breaks is always a good idea. Sustaining attention may be a problem for some drivers with a SpLD. Even where this is not the main difficulty such drivers who have to concentrate harder will find it tiring. The following factors may also be worth considering:

- **Automatic gear change cars are usually easier to drive than ones with manual gears**
- **Extra mirrors help with manoeuvring tasks**
- **Reverse maps may be useful**
- **Stickers** on the steering wheel may prevent right / left confusion

18.2.4 Useful Publications and Resources

Asperger's Syndrome and Driving An OAASIS information sheet, see page 6.

Drivers Medical Group (DMG)

DVLA, Swansea SA99 1TU

Fax: 0845 850 0095 Email: eftd@dvla.gsi.gov.uk Website: www.direct.gov.uk/motoring

Drivers who require more information about the DVLA rules for SpLD candidates wishing to apply for a provisional licence should write to the DMG, or visit the website.

Driving Tests BDA information leaflet, see page 8.

Mobilise Organisation

National HQ, Ashwellthorpe, Norwich NR16 1EX

Tel: 01508 489449 Fax: 01508 488173 Email: enquiries@mobilise.info

Website: www.mobilise.info

Information on driving assessments, benefit claims, magazine for members and online shop.

Mobility Advice and Information Service (MAVIS)

Department for Transport, Great Minster House, 76 Marsham Street, London SW1P 4DR

Tel: 0207 944 9643 Fax: 0207 944 9643 Email: mavis@dft.gsi.gov.uk

Website: www.dft.gov.uk

Free information and advice assessment service about mobility.

18.3 General Services

British Telecom offers **Talking Yellow Pages** Tel: 0800 600 900

Optometrists: Many adults with a SpLD have sight problems that still affect reading and writing efficiency, see Vision and Hearing page 23.

Doctor: If handwriting is still very poor your doctor may diagnose a problem of poor motor control and recommend help through the NHS. The use of a word processor often helps dyspraxics overcome such difficulties, see ICT page 45.

19 Educations and Employment for Adults

19.1 Education

There are opportunities to go back into education at every level. Practical and financial support is becoming more widely available. The adult education guidance services will know what is available in your area and how to find out about educational opportunities nationally.

19.1.2 National Organisations

Learndirect

PO Box 900, Leicester LE1 6ER

Tel: 0800 101 901 (7am – 11pm X 7 days a week)

Learners in Scotland Tel: 0808 100 9000 Website: www.learndirect.co.uk

Operates a free national telephone referral service to help find the nearest Basic Skills centre. For people over 16 years who are no longer in full-time education, the Basic Skills Service offers help with literacy, basic maths and link skills such as computing. The contact person is usually based at the regional college, although they may teach at community colleges throughout the area. These teachers have received some training in working with dyslexic students.

NIACE – National Institute of Adult Continuing Education

20 Princess Road West, Leicester LE1 6TP

Tel: 0116 204 4200 / 4201 Fax: 0116 285 4514 Email: enquiries@niace.org.uk

Website: www.niace.org.uk

NIACE exists to encourage more and different adults to engage in learning of all kinds. Their formal aim is to promote the study and general advancement of adult continuing education.

Skill: National Bureau for Students with Disabilities

Unit 3, Floor 3, Radisson Court, 219 Long Lane, London SW1 4PR

Tel: 0207 450 0620 Fax: 0207 450 0650 Email: skill@skill.org.uk Website: www.skill.org.uk

Offers free information/advice about specific forms of support. Helpful for students in further and higher education who have a SpLD. Help on aspects of post-16 work-based learning, entry to employment, and volunteering. A large number of publications, which include detailed booklets on aspects of education and entry to employment. View online.

19.1.3 Useful Publications

The two books below are published and regularly updated by: **Directory of Social Change**

24 Stephenson Way, London NW1 2DP

Enquiry Tel: 0845 077 7707 Website: www.dsc.org.uk

Online catalogue.

- **Guide to Grants for Individuals in Need 2009/10**
- **The Educational Grants Directory 2009/10**

19.2 Further Education

Connexions Direct

Helpline Tel: 080 800 13219 Website: www.connexions-direct.com

Offers support to young people aged 13-19. Local Connexion Centres throughout England. Provides teenagers with information, advice, careers guidance and support from a Personal Adviser. They are also involved with Transition Reviews and Transition Plans for pupils aged 14 years, see page 43, to help with their education and vocational choices. Assessments are provided for SpLD individuals who do not have a Statement and a Transition Plan.

Personal Advisers are responsible for ensuring that young people have their special needs met when they move on from school to further education or training. Connexions also assist 20-25 year olds with disabilities or learning difficulties by assessing their needs and providing the support to meet them.

Adults with a SpLD, who decide to go on to further education, will find that LSCs can offer help to people with disabilities. These provide access to a range of special schemes and support. For students who are over 19 years of age and in full or part-time courses in further education, funding may be sought through Learner Support Funds, available to colleges.

The Learning and Skills Council (LSC) has local branches and is responsible for funding education and work-based training for young people over 16 years.

The LSC pays colleges to run further education courses mainly for people aged 16 to 25. Funding for a place at a residential college has to be agreed by the LSC. Your Careers Adviser or Connexions Adviser helps make the application to the LSC, see National Organisations below.

19.2.1 National Organisations

Association of Dyslexia Specialists in Higher Education (ADSHE)

Website: www.adshe.org.uk

Providing information to clarify and promote students' entitlement to dyslexia support within individual institutions and throughout the sector. For further information, please see website.

Learning and Skills Council (LSC)

Cheylesmore House, Quinton Road, Coventry CV1 2WT

Helpline Tel: 0870 900 6800 Office Tel: 0845 019 4170 Fax: 0247 682 3675

Email: info@lsc.gov.uk Website: www.lsc.gov.uk

The Association of National Specialist Colleges (NATSPEC)

Website: www.natspec.org.uk

Publishes a Directory of Colleges that provide appropriate further education in residential or day settings for young people with SpLD. For further information, please see website.

19.2.2 Useful Publications

Into Higher Education 2009 booklet see **Skill** information booklets, see page 59.
and **Funding Further Education for Disabled Students** View online
[http://www.skill.org.uk/uploads/fe_fund.doc].

19.3 Universities and Higher Education

Higher education refers to courses that are higher than 'A' level. Students who have a disability can apply for the Disabled Students' Allowances to cover any extra costs they have while studying, that arise from their disability. This can help to pay for items such as tape recorders, spell checkers and note takers. They may also be able to negotiate vivas instead of written exams, extended deadlines for essays, extra prepared course notes, and shorter reading lists, if appropriate.

Modular courses which are usually short intensive courses on particular topics, often appeal to learners with a SpLD. Testing is done as each module finishes, before any new topics are introduced, so reducing memory overload. Universities vary in the style of programme that they offer and there are wide variations in the way similar courses are presented.

19.3.1 Disabled Students' Allowances (DSAs)

The following allowances are no longer means tested and are available from their LA to full-time students and part-time students for the academic year 2009/10. Advice from **Skill**, see page 59.

- For a non-medical personal helper eg. use of a reader, up to £20,500 a year (A percentage of this for part-time students).
- General expenditure allowance eg. for recording tapes, photocopying or fees charged for advice given up to £1,724 a year. (A percentage of this for part-time students).
- Equipment allowance to help students purchase major items of specialist equipment of up to £5,161 spread over the whole course.

Students with a specific learning difficulty, such as dyslexia, will need to provide evidence in the form of a diagnostic assessment from a psychologist or suitably qualified specialist teacher. These practitioners must hold a current practising certificate issued by their appropriate professional body e.g. Specialist teachers must hold a current practising certificate in assessing specific learning difficulties issued by their relevant professional association (for example, the Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS), see page 67 or Dyslexia Action), see page 8. Psychologists must hold a current practising certificate issued by their relevant professional association (for example, the British Psychological Society)

19.3.2 National Organisations

Action on Access

Edge Hill University, St Helen's Road, Ormskirk, Lancashire L39 4QP

Tel: 01695 650 870 Fax: 01695 584 098 Email: help@actiononaccess.org

Website: www.actiononaccess.org

Information / resources for anyone interested in supporting disabled students in higher education.

Calibre Free postal talking-books service for the print-disabled, see page 36.

National Network of Assessment Centres. (NNAC)

Venns Lane, Hereford HR1 1DT

Tel: 01432 376635 Email: admincentre@nnac.org Website: www.nnac.org

Go to the website to find your nearest Assessment Centre.

There are 50 centres around the country, where the computer needs of disabled and adults with a SpLD can be assessed. For guidance and support on the transition to higher education, there is advice on the range of equipment, strategies and funding available through the Disabled Students' Allowance.

Skill, see page 59. Detailed information booklets (also online) and many other publications relating to further and higher education are available.

19.3.3 Useful Publications and Online Resources

Applying for the Disabled Students' Allowances Skill information booklet, see page 59.

Dyslexia at College by T R Miles, D Gilroy and E A DuPre. 2007. Routledge. ISBN: 9780415404181.

Dyslexia: Surviving and Succeeding at College by S Moody. 2007. Routledge. ISBN: 9780415430593.

Dyslexia Toolkit: Supporting Students with Disabilities and Additional Requirements 2003. Open University Worldwide. See OU below. ISBN: 0749266708 Guidance for tutors on working with students with specific disabilities.

Guidelines for Quality Assurance in Specialist Support for Students with SpLDs ADSHE. June 2009.
<http://adshe.org.uk/wp-content/uploads/ADSHE-Guidelines-June-20091.pdf>

Information about Higher Education for dyslexic students BDA, see page 8.

Making Dyslexia Work for You: A Self-help Guide by V Goodwin & B Thomson. 2004. David Fulton Publishers, see page 74. ISBN: 1-84312-091-7 Also on CD-ROM.

Support for Learning Differences in Higher Education: The Essential Practitioner's Manual by G Price and J Skinner. Trentham Books, see page 77. ISBN: 9781858564111.

www.users.dircon.co.uk/~cns/index.html Information, support and guidance for students in university or higher education with Autism and Asperger's syndrome.

19.4 Life-Long Learning

There are opportunities to begin a degree or to gain other qualifications without having any GCSE passes. Some colleges run 'Access to Higher Education Courses' which is designed to meet the needs of students of 21 or over who may not have had the opportunity to enter higher education earlier in their lives. Open learning usually involves studying at home or at work rather than going to college every day, although some colleges offer a mixture.

19.4.1 National Organisations

Learndirect

PO Box 900, Leicester LE1 6XJ

Tel: 0800 101 901 (7am – 11pm 7 days a week) Website: www.learndirect.co.uk

Courses are available through the internet, or at regional learndirect centres. Advice on different open learning courses available and on possible career options.

National Extension College (NEC)

Michael Young Centre, Purbeck Road, Cambridge CB2 2HN

Tel: 01223 400200 Fax: 01223 400321 Email: info@nec.ac.uk Website: www.nec.ac.uk

A correspondence college providing over 140 distance learning courses. The NEC operates an Equal Access to Open Learning project.

The Open University (OU)

Walton Hall, Milton Keynes MK7 6AA

Tel: 01908 274066 Website: www.open.ac.uk

Provides supported distance learning in many subjects. No formal entrance qualifications required. Disabled Students Allowance may be available, (see 19.3.1 on page 61). Many courses are on tape for use alongside printed materials. A range of examination facilities are available. Also offers study skills support in groups, or on an individual basis. Useful OU publication: **Dyslexia Toolkit**, see above.

19.4.2 Online Resources

www.bbc.co.uk/Learning Online learning support and advice available through BBC TV.

19.4.3 Useful Publications

Opportunities in Open or Distance Learning Skill information booklets, see page 59.

19.5 Career Guidance

Independent psychologists can assess and advise on weaknesses and strengths in relation to future education/career. They can make a diagnosis where a SpLD is suspected.

Occupational psychologists and career guidance consultants all specialise in career counselling. Another route to identifying problems is to ask your doctor to refer you to a clinical psychologist under the NHS Psychology Services.

19.6 Training and Employment

A careful choice of educational and job activities is particularly important to anyone with a marked pattern of strengths and weaknesses. Each regional Employment Service will have a Disability Service Team (DST) or its equivalent. The DST will include Disability and Employment Advisors (DEAs) who are based in local Job Centres and can advise people over 18 about finding jobs and training. The DEA can offer screening for dyslexia where this is seen to be appropriate and can organise placements on the following schemes:

- **Access to Work Scheme:** Enables disadvantaged people to work by providing money for the extra expenses that their employers may face. eg. specialist equipment such as voice-activated software.
- **Supported Placement Scheme:** Pays money to an employer where the employee, because of their impairment, is not 100 per cent effective. If a disabled employee works at 80 per cent of the normal rate, then the employer would be able to recoup 20 per cent of that person's salary back from the Government.
- **Work Trials Scheme** is an Employment Service initiative lasting from 1-15 days. Employers can assess the suitability of a prospective employee, on the job, at no cost to the organisation and the employee has a chance to try out the job and show the employer what he can do. Ask at your local Job Centre for details.

New Deal for Disabled People

Website: www.direct.gov.uk/disability is for people who have been claiming some sort of disabilities benefit. The DEA at your Job Centre should have more information about this scheme which aims to get unemployed disabled people back into work or training. New Deal includes a Personal Adviser Service, see LSC page 64, to help disabled people and those with special needs to overcome barriers to work. The Government has extended the Personal Adviser Service nationwide.

Once employed, severely affected dyslexic and SpLD adults enjoy protection under the law where an employer is actively limiting opportunities. (see next entry).

Disability Discrimination Act (see **Equality and Human Rights Commission** information on page 64). Advice on these issues can always be had from the DEA at your local Job Centre or from the Citizens Advice Bureau.

Enlightened employers will often fund an assessment and tuition for dyslexic employees within their organisation. Employers will need to know if certain tasks or activities put you into difficulties. These are often things that can be given to a non-dyslexic, who could cope quickly and easily or which you could do with the help of the relevant ICT, see page 45. Most employers would rather have your personal strengths extended and developed than use your time on unsuitable tasks.

19.6.1 National Organisations

Equality and Human Rights Commission Helpline

(Formerly the Disability Rights Commission)

Enquiries in England – Manchester

Freepost RRLG-GHUX-CTR, Arndale House, The Arndale Centre, Manchester M4 3EQ

Tel: 0845 604 6610 (6am – 6pm Mon – Fri) Tel: 0161 829 8100 (non helpline calls)

Fax: 0161 829 8110

Email: info@equalityhumanrights.com Website: www.equalityhumanrights.com

Enquiries in England – London

3 More London, Riverside Tooley Street, London SE1 2RG

Tel: 020 3117 0235 (non helpline calls only) Fax: 0207 407 7557

Email: info@equalityhumanrights.com Website: www.equalityhumanrights.com

Advice, legal service and independent conciliation service.

Enquiries in Wales

Freepost RRLR-UEYB-UYZL, 3rd Floor, 3 Callaghan Square, Cardiff CF10 5BT

Tel: 0845 604 8810 (8am – 6pm Mon - Fri) Tel: 02920 447710 (non helpline calls)

Fax: 02920 447712 Email: wales@equalityhumanrights.com

Enquiries in Scotland

Freepost RRLG-GYLB-UJTA, The Optima Building, 58 Robertson Street, Glasgow G2 8DU

Tel: 0845 604 5510 (8am – 6pm Mon - Fri) Tel: 0141 228 5910 (non helpline calls)

Fax: 0141 228 5912 Email: Scotland@equalityhumanrights.com

Employment Opportunities for People with Disabilities

Now moved to Shaw Trust, see page 65.

Independent Dyslexia Consultants

(formerly Adult Dyslexia & Skills Development Centre)

2nd Floor, 1-7 Woburn Walk, London WC1H 0JJ

Tel: 0207 388 8744 Fax: 0207 387 7062 Website: www.dyslexic-idc.org

Assessment, counselling, tuition, (children too) training, numeracy, study skills and career guidance provided.

Prospects, see page 21.

Rathbone, see page 44. A training provider for young people and unemployed adults who may have special training or educational needs eg. special programmes for excluded children. More than 70 centres.

Residential Training Unit

Government Office for The North East, Citygate, Gallowgate,

Newcastle upon Tyne NE1 4WH

Tel: 0191 201 3300 Fax: 0191 202 3998 Email: general.enquiries@gone.gsi.gov.uk

Website: www.gos.gov.uk/gone/educationandskills/skills/residentialtraining

Aims to help adults with a SpLD secure and sustain employment, through an individually tailored combination of guidance, structured work experience, training and qualifications.

Shaw Trust

Fox Talbot House, Greenways Business Park, Bellinger Close, Chippenham,
Wiltshire SN15 1BN

Information Helpline Tel: 01225 716300 Fax: 01225 716301

Website: www.shaw-trust.org.uk

A national charity that provides training and work opportunities for people disadvantaged in the workplace through disability, ill-health or other social circumstances.

19.6.2 Useful Publications and Online Resources

Adjustments in employment – EFD Briefings Order from the publications department of the **Employers' Forum on Disability**

Nutmeg House, 60 Gainsford Street, London SE1 2NY

Tel: 0207 403 3020 Fax: 0207 403 0404 Email: enquiries@efd.org.uk

Website: www.employers-forum.co.uk

Careers and work for disabled people Skill produces information booklets, see page 59.

Dyslexia in the Workplace by D Bartlett and S Moody. 2000. John Wiley Publishers, see page 75. ISBN: 1861561725. This book is also relevant to adult dyspraxics as it covers co-ordination problems. There is useful information on planning, improving memory skills and dealing with stress.

SEN Communication – guides for parents/carers of disabled young people. Free to download from: **ASK**

Elmsgate, Edington Road, off Steeple Ashton, Wiltshire BA14 6HP

Helpline Tel: 08457 585072 Office Tel: 01380 871200 Fax: 01380 871300

Email: info@askwiltshire.org Website: www.askwiltshire.org

Transition by Dr A Kirby and S Drew. 2001. Published by the Dyscovery Centre, page 6.

19.6.3 Online Resources

www.autismjobs.org Linking job seekers with vacancies in work related to autism and Asperger's.

www.totaljobs.com Recruitment solution for all job-seekers, regardless of disability.

20 Qualifications for Teachers & Professionals

The British Dyslexia Association's Accreditation Board approves specialist teacher training courses as meeting appropriate standards in supporting students with dyslexia/specific learning difficulties. The board approves qualifications for Approved Teacher Status and for Associate Membership of the BDA. A number of training providers, delivering both nationally and locally have their courses approved as meeting these standards. The Board stresses the importance of the practical content of these specialist courses in addition to theoretical understanding.

20.1 BDA Approved Teacher Status (ATS)

Qualifications meeting these standards are designed primarily to provide a route for continued professional development for teachers and other professionals (such as educational psychologists & speech and language therapists) working within one phase of educational provision – primary, secondary or adult (post-16) who support learners experiencing significant difficulties with the acquisition of literacy and (basic) numeracy skills.

These are one-year part time courses involving at least 40 hours of lectures plus seminars, tutorials and study time, 20 hours evaluated specialist teaching some of which is observed by a suitably qualified professional. These courses are at Level 5 of the National Qualifications Framework.

The course develops understanding of SpLD, knowledge of national and regional policies and provision and the ability to identify the needs of learners and plan, deliver, review and evaluate teaching programmes both in individual and small group settings. Candidates are assessed through monitored practice in assessment and teaching and through written reports.

20.2 Associate Membership of the BDA (AMBDA)

Courses leading to these AMBDA develop the teacher's ability to assess SpLD pupils using observation, evidence-based assessment and standardised tests. Candidates achieve competency in diagnostic assessment, report writing, delivering effective teaching and playing a consultative role at all levels (school, LA etc.). It is appropriate for teachers with experience in the field of SpLD, SENCO's, SALTs and educational psychologists advising and supporting classroom teachers. These courses are at Level 7 of the National Qualifications Framework.

This training is recognised by SASC (The SpLD Assessment Standards Committee) as qualifying for a SpLD Assessment Practising Certificate, which is required for DSA assessments; it is also recognised by the Joint Council for Qualifications as enabling teachers to make formal recommendations for special arrangements in external exams.

Candidates who progress from an ATS level course [Level 5] to an AMBDA level course [Level 7] may be able to receive accreditation of prior learning for the teaching experience they have gained.

If this progression is followed the additional work needed to achieve Level 7 is delivered as a one year part-time course.

Candidates may progress from an ATS level course to qualify for an SpLD Assessment Practising Certificate [see below] by undertaking further training in diagnostic assessment.

20.3 SpLD Assessment Practising Certificate

In recent years the demand for diagnostic assessments of specific learning difficulties has grown considerably. Assessments are increasingly needed for specific purposes such as determining the right to Access Arrangements in examinations and the eligibility for the Disabled Student Allowances.

The SpLD Assessment Practising Certificate is for specialist teachers who have followed an identified course of study and can demonstrate their knowledge and competence in both Specific Learning Difficulties and assessment.

The SpLD Assessment Practising Certificate recognises not only professional achievement but also a commitment to continuing professional development (CPD). Therefore those wishing to hold or renew a Practising Certificate are required to demonstrate this commitment by showing how they have regularly updated their professional skills and competence through study, professional discussion, training and practice. Practising Certificates have to be renewed on a regular basis, every 3 years.

Patoss and Dyslexia Action are currently the only organisations offering these Assessment Practising Certificates. Practitioners must belong to one of these organisations to get a practising certificate from them. Further information is available on their websites listed below.

A list of providers of the above training can be accessed from the following websites:

The British Dyslexia Association: www.bdadyslexia.org.uk

Dyslexia Action: www.dyslexiaaction.org.uk

Patoss: www.patoss-dyslexia.org

SASC: www.sasc.org.uk

20.4 Professional Associations

National Association for Special Educational Needs (NASEN)

Nasen House, 4/5 Amber Business Village, Amber Close, Amington, Tamworth, Staffordshire B77 4RP

Tel: 01827 311500 Fax: 01827 313005 Email: welcome@nasen.org.uk

Website: www.nasen.org.uk

Aims to support all those who work with children and young people with special and additional needs through a UK network of branches. Special interest groups, meetings and conferences, periodicals, an extensive publication list and new online publications.

National Association of Professionals concerned with Language Impairment in Children (NAPLIC)

Information from Partnership Services for Children, Young people and Families

Loveny House, Miller Business Park, Liskeard, Cornwall PL14 4DA

Website: www.naplic.org.uk

An association for professionals working with children who have speech, language and communication needs. Newsletter, conferences and publications.

Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)

PO Box 10, Evesham, Worcestershire WR11 1ZW

Tel: 01386 712650 Fax: 01386 712716 Email: patoss@sworcs.ac.uk

Website: www.patoss-dyslexia.org

Publications see page 70. An organisation of specialist teachers and other professionals working in the field of specific learning difficulties. Provides conferences, local groups, books, member's services. Membership is open to qualified teachers in SpLD.

The Social, Emotional and Behavioural Difficulties Association (SEBDA)

Room 211, The Triangle, Exchange Square, Manchester M4 3TR

Tel: 0161 240 2418 Fax: 0161 838 5601 Email: admin@sebda.org Website: www.sebda.org

Journal, newsletter, distance education training. Provides support for professionals working in this field.

UK Literacy Association (UKLA)

4th Floor, Attenborough Building, University of Leicester, Leicester LE1 7RH

Tel: 0166 229 7450 Fax: 0166 229 7451 Email: admin@ukla.org Website: www.ukla.org

An association of teachers and educationalists interested in the advancement of education in literacy. Members receive copies of journals termly.

20.5 Courses and Programmes for Professionals

Autism Centre for Education and Research (ACER)

School of Education, University of Birmingham, Edgbaston, Birmingham B15 2TT

Tel: 0121 414 4866 Fax: 0121 414 4865 Email: education@bham.ac.uk

Website: www.education.bham.ac.uk/research/acer

The course leads to the University Certificate and Certificate of Higher Education.

Communication and Learning Skills Centre (CALSC), see page 51.

Jane Mitchell lectures and runs short courses such as Practical Applications of Memory Theory for use with Dyslexic and Language Disordered Children and Teaching Successful Study Skills.

Diploma in Language and Communication Impairment in Children (Distance Learning Programme)

Department of Human Communication Sciences, The University of Sheffield, 31 Claremont Crescent, Sheffield S10 2TA

Tel: 0114 222 2405 Fax: 0114 273 0547 Email: c.barber@sheffield.ac.uk

Website: www.shaf.ac.uk/postgraduate/taught/courses/sscience/humancom/child.html

A 2 year part-time distance learning course for professionals in mainstream and SEN provision.

Dyscovery Centre, see page 6.

Offers a Certificate for Professional Studies Meeting the Needs of Pupils with Developmental Co-ordination Disorder (Dyspraxia). This is a two-module accredited course in association with University College Worcester.

Helen Arkell Dyslexia Centre, see page 8.

Offers a variety of courses including a course for those working in the Prison Education Service. For information about teacher training courses etc.

I CAN, see page 28.

Runs courses for teachers, SENCO's, SALTs, SNAs and parents on a variety of topics: communication, semantic-pragmatic and other speech and language difficulties, social skills, SpLD, signing, etc.

Integrated Coaching Approaches in Education and Mental Health

Tel: 0207 608 5190 Email: info@thecoachingcentre.com

Website: <http://www.thecoachingcentre.com>

Working with SpLD and developmental disorders. Runs regular and varied courses for parents and teachers.

International Psychology Services (IPS)

17 High Street, Hurstpierpoint, West Sussex BN6 9TT

Tel: 01273 832181 Fax: 01273 358886 Email: admin@devdis.com

Website: www.devdis.com

Offers a regular series of intensive training days for health and education professionals, at venues around the country, on developmental disorders. Extensive range of publications.

Learning Difficulties Research Project, see page 70.

Offers CPD Study Guides at MA/Diploma Level 4.

Learning Language and Loving It, see page 28.

The Hanen Programme for early childhood educators and teachers.

Literacy & Lifestyle Assessment and Research Centre, see page 9.

The centre offers short INSET courses for teachers and SEN staff on a variety of topics connected to literacy.

LLU+ London South Bank University

90 London Road, London SE1 6LN

Course Enquiries and Applications Tel: 0207 815 6100 Email: courseenquiry@lsbu.ac.uk

Website: www.lsbu.ac.uk

A certificate in Adult Literacy and Numeracy is run here and at other colleges, for teachers with at least two years teaching experience. The course can be commissioned to run at other locations. Apply for details of course dates and venues.

NAS EarlyBird Centre

Barnsley Road, Dodworth, Barnsley, South Yorkshire S75 3JT

Tel: 01226 779218 Fax: 01226 771014 Email: earlybird@nas.org.uk

Website: www.nas.org.uk/earlybird

Offers training courses to professionals interested in early intervention strategies for autism.

Nasen, see page 67.

Runs workshops and courses. Check for current and forthcoming courses and events.

NAS Training and Consultancy

6th Floor, Castle Heights, 72 Maid Marian Way, Nottingham NG1 6BJ

Tel: 0115 911 3363 Fax: 0115 911 3362 Email: training@nas.org.uk

Website: www.nas.org.uk/nas/jsp/polopoly.jsp?d=403

Offers higher education courses, training and consultancy services.

National Handwriting Association, see page 14.

Organises INSET courses on teaching handwriting and handwriting difficulties.

Partners in Education UK Limited

42 Ladbrooke Drive, Potters Bar, Herts EN6 1QR

Tel: 01707 642745 Email: partnersineducationukltd@btopenworld.com

Website: www.partnersineducation.co.uk

Provides training for all those involved in education – teaching assistants, parents, speech therapists etc. Runs accredited courses from OCR as well as non-verified information courses. Also runs courses for those helping pupils with maths difficulties, and for parents of children with a SpLD on Helping their Child at Home. Online shop providing a resource base. Publishes materials, has links with other professionals who can provide specific areas of expertise.

Special Educational Needs Joint Initiative for Training (SENJIT)

Institute of Education, University of London, 20 Bedford Way, London WC1H 0AA

Tel: 020 7612 6305 Fax: 020 7612 6994 Email: t.catchpole@ioe.ac.uk

Website: www.ioe.ac.uk/research/16081.html

Aims to provide high quality professional development for staff working with SEN.

Conferences, short courses and advice. Programmes and publication lists are available.

Local training and consultancy for professionals.

Tracks Literacy Programme

Tel: 01753 869582 Email: info@tracksliteracy.co.uk Website: www.tracksliteracy.co.uk

Multi-Track interactive teaching system for pupils at any key stage. Allows pupils in a group to move at their own pace and level. Brisk, fun, and highly motivating.

20.5.1 Mathematics Courses and ICT Training

BEAM for details and publications see page 74.

Offers primary maths training in schools.

Contact BEAM Professional Development Tel: 01242 278600 for a copy of the Courses Programme.

Berkshire Mathematics

Chazey Bank, The Warren, Reading, Berks. RG4 7TQ

Tel: 0118 947 4864 Email: info@berkshiremathematics.com

Website: www.berkshiremathematics.com

Courses for teachers. Publications, numeracy videos and DVDs, Math Notebook are available on different aspects of maths and SpLD.

Dyslexia Action Mathematics Programme, see page 8.

Two-day courses. The Mathematics Programme is for people with specialist qualifications, or relevant experience eg. teachers with a dyslexia qualification and non-maths background, and designed to enable the non-mathematician to teach dyslexic students up to a mathematical age of 11 years.

21 Resources and Information for Teachers

21.1 National Resources and Organisations

Learning Difficulties Research Project Publications (LDRP)

21 Butt Lane, Malden, Essex CM9 5HD

Tel: 01621 853454 Email: dmont507@aol.com

A non-profit making organisation producing low cost literature relating to SEN eg. CPD study guides, spelling, behaviour etc.

Literacy & Lifestyle Assessment and Research Centre, see page 9.

National Centre for Language & Literacy, see page 34.

National Handwriting Association (NCLL), see page 14.

Members receive annual copies of the journal, **Handwriting Today** and information about training courses.

PATOSS, see page 67.

Produces a nationwide **Index of Tutors** and a **Resources List** that contains details of teaching and assessment materials and computer software titles, all of which have been recommended by SpLD specialists. Subject **Information sheets** are available on request or can be downloaded from their website.

Reading Recovery National Network

Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL

Tel: 0207 612 6585 Fax: 0207 612 6828 Email: readrec@ioe.ac.uk

Website: www.readingrecovery.ioe.ac.uk

Early intervention programme providing intensive individual help for children who have not responded to classroom teaching in reading and writing. Catchup Programme for the struggling reader – structured one-to-one literacy intervention.

Teem, see page 46.

Teem produces software evaluations for schools.

21.2 Useful Publications

21.2.1 Specific Learning Difficulties

Able, Gifted and Talented Underachievers Edited by D Montgomery. 2nd Edition. Available from John Wiley & Sons Limited, see page 75. ISBN 9780470779408 paperback, 9780470740972 hardback. A practical guide to identifying gifted underachievers and helping them to fulfil their potential.

Asperger's Syndrome: A Practical Guide for Teachers by V Cumine, J Dunlop and G Stevenson. 1998. Routledge, see page 76. ISBN: 1853464996.

Asperger's Syndrome – practical strategies for the classroom: a teacher's guide 1998. Published by NAS, see page 21. ISBN: 1899280014.

Attention Deficit/Hyperactivity Disorder: A Practical Guide for Teachers by P Cooper and K Ideus. 1996. David Fulton Publishers, see page 74. ISBN: 1853464317.

Day-To-Day Dyslexia in the Classroom by J Pollock and E Waller. 1994. Routledge, see page 76. ISBN: 9780415111324.

Dyspraxia: Movement Development, Coordination, Organisation, Sequencing - A Guide for Teachers and Parents by K Ripley, B Daines and J Barrett. 1997. David Fulton Publishers, page 80. ISBN: 1853464449.

How Dyslexics Learn, Grasping the Nettle by K Saunders and A White. Patoss, see page 67. ISBN: 095393151.

Language Difficulties in an Educational Context by W Rinaldi. 2000. John Wiley, see page 75. ISBN 1861561563.

Motor Co-ordination Disorders in Children by D A Sudgen and H C Wright. 1998. Vol 39. Developmental Clinical Psychology and Psychiatry. Sage Publications, see page 77.

Overcoming Dyslexia: A Practical Handbook for the Classroom by Broomfield & Co. 1996. John Wiley, see page 75. ISBN: 1861560087

Solutions for Specific Learning Difficulties: Identification Guide by J Poustie. 1997. Next Generation, see page 76. ISBN: 1901544001.

Spotlight on Special Educational Needs: Speech and Language Difficulties by B Daines, P Fleming and C Miller. 1996. Nasen, see page 67. ISBN: 0906730872.

21.2.2 Literacy

Book Bands for Guided Reading 2003. Produced by Institute of Education, see page 75. ISBN: 0854736875. Almost 4,000 books, graded for difficulty (top level pitched at the reading level of 7; up to level 3 SATs at KS1).

English Grammar and Teaching Strategies: A Lifeline to Literacy by J Pollock and E Waller. 1999. David Fulton Publishers, see page 74. ISBN: 1853466387.

Handwriting: A New Perspective by R Sassoon. 1990. Leopard Learning. ISBN: 0748701672.

Handwriting: A Teacher's Guide – Multisensory Approaches to Assessing and Improving Handwriting Skills by J Taylor. 2001. David Fulton Publishers, see page 74. ISBN: 1853467650.

Helping Children with Reading and Spelling: A Special Needs Manual by R Reason and R Boote and R Reason. 1994. Routledge, see page 76. ISBN: 0415107334.

Learning Can be Fun: Introductory Book: Phonological Awareness ISBN 1899998462

Learning Can be Fun: Key Stage 1 and 2 Bk.1: Alphabet Sequencing: Games and Activities ISBN 1899998470

Learning Can be Fun: Bk. 2: Syllable Division for Word Attack Skills: Syllable Division ISBN 1899998489

by S Briggs. Revised Edition 1999. Egon Publishers, see page 74.

Literacy Solutions: A Practical Guide to Effective Strategies and Resources by J Poustie. 1998. Next Generation, see page 76. ISBN: 1901544206.

Sound Practice: Phonological Awareness in the Classroom by L Layton, K Deeny and G Upton. 1997. David Fulton Publishers, see page 74. ISBN: 1853464562.

Spelling Check-list by E G Stirling, see page 74.

To Rhyme or Not To Rhyme?: Teachers Children to Write Poetry by S Brownjohn. 1994. Hodder and Stoughton, see page 75. ISBN: 0340611480.

Units of Sound A multimedia CD ROM, produced and sold by Dyslexia **Action** see page 8. An audio cassette is also available. Both versions are multi-sensory reading intervention programmes.

Write from the Start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting by I Teodorescu and L Addy. 1998. LDA, see page 75. ISBN: 1855032457. A series of graded, structured activities that have been developed to improve fine motor and perceptual skills. (3 books plus teacher's handbook).

21.2.3 Maths

Easylearn maths materials (photocopiable). From Easylearn Limited, see page 74.

Elementary Mathematics and Language Difficulties: A Book for Teachers, Therapists and Parents by E Grauberg. 1997. John Wiley, see page 75. ISBN: 1861560486.

Mathematics for Dyslexics: A Teaching Handbook by S J Chinn and R Ashcroft. 1998. John Wiley, see page 75. ISBN: 1861560435.

Maths Made Easy by K Paterson. Worksheet Books 1-7. Egon Publications, see page 74.

Specific Learning Difficulties in Mathematics: A Classroom Approach by O El-Naggar. Nasen, see page 67. ISBN: 0906730813.

21.2.4 Speech and Language Therapy

Auditory Processing Activities by J Jeffries and R Jeffries. ECL Publications available from Winslow, see page 77. Photocopiable activities for the development of auditory processing skills in children aged 6-11 years.

Practical Language Activities by J Jeffries and R Jeffries. 1992. ECL Publications., available from Winslow, see page 77. ISBN: 0970607431. Photocopiable exercises for the development of oral expressive skills in children aged 6-11 years.

Semantic Connections by J Speake, S Bigland-Lewis and S Lewis. 1995. (Book only). Published by STASS, see page 77. ISBN: 1874534144. Graded classification exercises, description exercises and selecting the odd one out.

Think it - Say it: Improving Reasoning and Organization Skills by L Martin. 1995. Available from Winslow, see page 77. ISBN: 0761676481. A photocopiable resource designed to improve verbal reasoning and language organisation in children aged 4-10 years.

21.2.5 Social Skills Resources

Social Skills for Children / Young People with Asperger's syndrome An OAASIS information sheet, see page 6. OAASIS can advise about many social skills resources including relevant websites.

21.2.6 Online Resources

www.autism.org Social Behaviour in Autism by S M Edelson and many other useful papers.

www.dyslexia-teacher.com and **www.dyslexiahelp.co.uk**

www.mugsy.org/connor1.htm Articles on Autism & Asperger's Syndrome and **www.mugsy.org/connor2.htm** Children on the autistic spectrum: Guidelines for mainstream practice.

www.teachingideas.co.uk

www.the-educator.co.uk The Educator site offers help with IEPs through its search engine.

22 Publishers and Stockists

A & C Black Publishers Limited

36 Soho Square, London W1D 3QY

Tel: 0207 758 0200 Email: salesoffice@acblack.com Website: www.acblack.com

Ammonite Books

58 Coopers Rise, Godalming, Surrey GU7 2NJ

Tel: 01483 416792 Email: enquiries@ammonitebooks.co.uk

Website: www.ammonitebooks.co.uk

Ann Arbor Publishers Limited

PO Box 1, Belford, Northumberland NE70 7JX

Tel: 01668 214460 Fax: 01668 214484 Email: enquiries@annarbor.co.uk

Website: www.annarbor.co.uk

Back in Action

Amersham Tel: 01494 434 372 London Tel: 0207 930 8309 Marlow Tel: 01628 847 7177

Bristol Tel: 0117 922 6377 Website: www.backinaction.co.uk

See website for opening hours and postal addresses.

Barrington Stoke

18 Walker Street, Edinburgh EH3 7LP

Tel: 0131 225 4113 Fax: 0131 225 4140 Email: barrington@barringtonstoke.co.uk

Website: www.barringtonstoke.co.uk

Books for dyslexic and struggling readers and for their teachers.

BEAM

Delta Place, 27 Bath Road, Cheltenham, Gloucestershire GL53 7TH

Resources Orders Tel: 01242 267287 Fax: 01242 253695

Professional Development Enquiry Tel: 01242 278600 Fax: 01242 278650

Email: beamorders@nelsonthornes.com Website: www.beam.co.uk

Publisher of specialist maths materials (3 – 14 years).

Better Books

3 Paganel Drive, Dudley, West Midlands DY1 4AZ

Tel: 01384 253276 Fax: 08717 150236 Email: sales@betterbooks.com

Website: www.betterbooks.com

Books Education

8 Park View Gardens, Hendon, London NW4 2PN

Tel: 0208 202 6776 Fax: 0208 457 4830 Email: info@bookseducations.com

Website: www.bookseducation.com

SEN and inclusive education stockist.

Constable & Robinson Limited

3 The Lanchesters, 162 Fulham Palace Road, London W6 9ER

Tel: 0208 741 3663 Fax: 0208 748 7562 Website: www.constablerobinson.com

Countybookshop

Hassop Station, Nr Bakewell, Derbyshire DE45 1NW

Website: www.countybookshop.co.uk

Crossbow Education

Tollgate Court Business Centre, Tollgate Drive, Stafford ST16 3HS

Tel: 0845 269 7373 Fax: 0845 269 7272 Email: sales@crossboweducation.com

Website: www.crossboweducation.com

Literacy / numeracy books, resources (photocopiable) and games, tinted overlay products and reading rulers.

David Fulton Publishers (See Routledge Teachers – see page 76).

Easylearn Limited

Southwell Business Centre, Crew Lane Industrial Estate, Southwell,

Nottinghamshire NG25 0TB

Tel: 01636 819221 Fax: 01636 819236 Email: enquiry@easylearn.co.uk

Website: www.easylearn.co.uk

Egon Publishers Limited

618 Leeds Road, Outwood, Wakefield WF1 2LT

Tel/Fax: 01924 871697 Email: information@egon.co.uk Website: www.egon.co.uk

EG Stirling

114 Westbourne Road, Sheffield S10 2QT

GL Assessment

The Chiswick Centre, 414 Chiswick High Road, London W4 5TF

Tel: 0845 602 1937 Email: information@gl-assessment.co.uk

Website: www.gl-assessment.co.uk

Helen Arkell Dyslexia Centre

Arkell Lane, Frensham, Farnham, Surrey GU10 3BW
Tel: 01252 792400 Fax: 01252 795669 Email: enquiries@arkellcentre.org.uk
Website: www.arkellcentre.org.uk
The Centre stocks over 500 specialist resources.

HELP Educational Games

Gladstone House, 26 Bromborough Road, Wirral, Merseyside CH63 7RF
Tel: 0845 456 1983 Fax: 0845 456 1984 Email: office@helpgames.co.uk
Website www.helpgames.co.uk
Teaching materials include: Blend-It, Chase, Odd Bods, Plunder.

Hodder Education

338 Euston Road, London NW1 3BH
Tel: 0207 873 6000 Email: educationenquiries@hodder.co.uk
Website: www.hodder.co.uk

Hodder & Stoughton

338 Euston Road, London NW1 3BH
Tel: 0207 873 6000 Email: educationenquiries@hodder.co.uk Website: www.hodder.co.uk

Imaginative Minds Limited

215 The Green House, Gibb Street, Digbeth, Birmingham B9 4AA
Tel: 0121 224 7599 Fax: 0121 224 7598 Email: enquiries@imaginativeminds.co.uk
Website: www.teachingtimes.com

Institute of Education (IOE)

University of London, 20 Bedford Way, London WC1H 0AL
Tel: 0207 612 6000 Fax: 0207 612 6126 Email: info@ioe.ac.uk Website: www.ioe.ac.uk

Intelligent Minds

New Barn, Mudberry Lane, Bosham, West Sussex PO18 8 TS
Tel: 01243 572132 Fax: 01243 573151 Website: www.trainthebrain.co.uk

Jessica Kingsley Publishers

116 Pentonville Road, London NI 9JB
Tel: 0207 833 2307 Fax: 0207 837 2917 Email: post@jkp.com Website: www.jkp.com
Books for families as well as professionals working with people with autism and other special needs.

John Wiley & Sons Limited

1 Oldlands Way, Bognor Regis, West Sussex PO22 9SA
Tel: 01243 843294 Fax: 01243 843303 Email: customer@wiley.com
Website: www.wiley.com
Catalogue on request.

KBER

10 Hawthorn Road, Belle Vue, Shrewsbury, Shropshire SY3 7LZ
Tel: 01743 356764 Fax: 01743 340062 Email: kath@kber.co.uk Website: www.kber.co.uk
Teachers CD ROMs etc. for spelling and handwriting including Handwriting for Windows CDROM.

LDA Living & Learning Limited

Pintail Close, Victoria Business Park, Nottingham NG4 2SG
Orderline Tel: 0845 120 4776 Fax: 0800 783 8648 Email: orders@ldalearning.com
Website: www.LDAlearning.com
Innovative SEN products.

Learning Difficulties Research Project

21 Butt Lane, Maldon, Essex CM9 5HD
Tel: 01621 853454 Email: dmont507@aol.com

Learning Materials Limited

Dixon Street, Wolverhampton WV2 2BX
Tel: 01902 454026 Fax: 01902 457596 Email: learning.materials@btinternet.com
Website: www.learningmaterials.co.uk

Next Generation

68 Hamilton Road, Taunton, Somerset TA1 2ES
Tel: 01823 289 559 Email: jan.solutions@virgin.net Website: www.dyscalculia.com

nfer-National Foundation for Educational Research now GL Assessment**Nottingham Rehab Supplies**

Clinitron House, Excelsior Road, Ashby de la Zouch, Leicestershire LE65 1JG
Tel: 0845 121 8110 (8.30am – 5pm Mon – Fri) Email: productadvice@nrs-uk.co.uk
Website: www.nrs-uk.co.uk
Specialist products such as: Dycem; grip scissors etc.

Numicon Limited

12 Pine Close, Avis Way, Newhaven, East Sussex BN9 0DH
Tel: 0800 559 7470 Website: www.numicon.com

Open University Worldwide Limited

Walton Hall, Milton Keynes MK7 6AA
Tel: 01908 858793 Fax: 01908 858787 Email: ouw-customer-services@open.ac.uk
Website: www.ouw.co.uk

Orchard Toys

Wymondham Business Park, Chestnut Drive, Wymondham, Norfolk NR18 9SB
Tel: 01953 859520 Email: info@orchardtoys.com Website: www.orchardtoys.com

Pearson Assessment

Halley Court, Jordan Hill, Oxford OX2 8EJ
Tel: 0845 630 8888 (8am – 5pm Mon – Fri) Fax: 0845 630 5555
Email: info@psychcorp.co.uk Website: www.psychcorp.co.uk
Assessment materials for professionals.

Pearson Education Limited

Freepost ANG2041, Harlow CM20 2JE
Tel: 0845 630 1111 Fax: 0845 313 7777 Email: enquiries@pearson.com
Website: www.pearsonschoolsandfecolleges.co.uk
Resources include fiction titles to motivate reluctant readers.

Philip & Tacey Limited

Johnsonbrook Road, Hyde, Cheshire SK14 4QT
Tel: 0845 123 7760 Fax: 0800 138 0091 Email: sales@philipandtacey.co.uk
Website: www.philipandtacey.co.uk

QEd Publications Limited

39 Weeping Cross, Stafford ST17 0DG
Tel: 01785 620364 Fax: 01785 607797 Email: cgallow@qed.uk.com
Website: www.qeduk.com

Routledge Teachers

(member of the Taylor & Francis Group Limited) 2 Park Square, Milton Park, Abingdon,
Oxon OX14 4RN
Tel: 0207 017 6000 Fax: 0207 017 6699 Website: www.routledgeteachers.com

SAGE Publications Limited

1 Oliver's Yard, 55 City Road, London EC1Y 1SP

Tel: 0207 324 8500 Fax: 0207 324 8600 Email: market@sagepub.co.uk

Website: www.sagepub.co.uk

SEN Marketing

618 Leeds Road, Outwood, Wakefield WF1 2LT

Tel: 01924 871697 Website: www.senbooks.co.uk

Sheldon Press

36 Causton Street, London SW1P 4ST

Tel: 01235 465579 Email: orders@sheldonpress.co.uk Website: www.sheldonpress.co.uk

Smart Kids (UK) Limited

5 Station Road, Hungerford, Berkshire RG17 0DY

Tel: 01488 644644 Website: www.smartkids.co.uk

Southgate Publishers

The Square, Sandford, Crediton, Devon EX17 4LW

Tel: 01363 776888 Fax: 01363 776889 Email: info@southgatepublishers.co.uk

Website: www.southgatepublishers.co.uk

STASS Publications

44 North Road, Ponteland, Northumberland, NE20 9UR

Tel: 0808 186 6016 Fax: 01661 860440 Email: stass@stass.co.uk

Website: www.stasspublications.co.uk

Materials designed, written and produced by SALTS.

Taskmaster Limited

Morris Road, Leicester LE2 6BR

Tel: 0116 270 4286 Fax: 0116 270 6992 Email: info@taskmasteronline.co.uk

Website: www.taskmasteronline.co.uk

Teaching materials.

Think Buzan

Regus House, Falcon Drive, Cardiff CF10 4RU

Tel: 0207 117 7173 Email: sales@thinkbuzan.com Website: www.thinkbuzan.com

Topologika Software Limited

Great Western House, Langport, Somerset TA10 9YU

Tel: 01458 254754 Fax: 01458 254755 Email: sales@topologika.com

Website: www.topologika.com

Trentham Books Limited

Westview House, 734 London Road, Oakhill, Stoke on Trent, Staffordshire St4 5NP

Tel: 01782 745567 or 01782 844699 Fax: 01782 745553 Email: tb@trentham-books.co.uk

Website: www.trentham-books.co.uk

Winslow

Goyt Side Road, Chesterfield, Derbyshire S40 2PH

Tel: 0845 230 2777 or 01246 210416 Fax: 01246 551195 Email: sales@winslow-cat.com

Websites: www.winslow-cat.com

Catalogues for special needs resources covering education, speech and language recreational products.

22.1 ICT Suppliers

4mation Educational Resources Limited

First Floor, 63 Boutport Street, Barnstaple, Devon EX31 1HG
Tel: 01271 325353 Fax: 01271 322974 Email: sales@4mation.co.uk
Website: www.4mation.co.uk

Box42/Special Needs Computing

St Helens, Merseyside WA10 3BF
Tel: 0844 357 5042 (9.30am – 4.30pm Mon – Fri) Fax: 0844 357 6729
Email: welcome@box42.com Website: www.box42.com
Computer software/hardware for special needs.

Cambridge Training and Development

Lincoln House, The Paddocks, 347 Cherry Hinton Road, Cambridge CB1 8DH
Tel: 01223 470480 Fax: 01223 470481 Email: digitallearning@tribalgroupp.co.uk Website:
www.ctad.co.uk

Corpus & First Stone Publishing

PO Box 8, Lydney, Gloucestershire GL15 6YD
Tel: 01594 560600 Fax: 01594 560550 Website: www.corpuspublishing.com

Crick Software Limited

Crick House, Boarden Close, Moulton Park, Northampton NN3 6LF
Tel: 01604 671691 Fax: 01604 671692 Email: info@cricksoft.com
Website: www.cricksoft.com

Fisher-Marriott Software

58 Victoria Road, Woodbridge, Suffolk IP12 1EL
Tel: 01394 387050 Fax: 01394 380064 Email: contact@fisher-marriott.com
Website: www.fisher-marriott.com

Gamz

25 Albert Park Road, Malvern, Worcestershire WR14 1HW
Tel/Fax: 01684 562158 Email: support@gamzuk.com Website: www.gamzuk.com

Gotham New Media Limited

P O Box 23, Bexhill on Sea, East Sussex TN39 4ZU
Tel: 01424 842570 Fax: 01424 846152 Email: info@kaz.co.uk
Website: www.kaz-type.com

Inclusive Technology Limited

Riverside Court, Huddersfield Road, Delph, Oldham OL3 5FZ
Tel: 01457 819790 Fax: 01457 819799 Email: inclusive@inclusive.co.uk
Website: www.inclusive.co.uk
Software for all SEN.

Keyboard Crazy

Victoria House, 25 Victoria Street, Liverpool L1 6BD
Tel: 0151 284 4356 Fax: 0151 236 5640 Email: sales@keybaordcrazy.co.uk
Website: www.keyboardcrazy.co.uk

Nessy (New Educational Systems Limited)

10 Upper Belgrave Road, Clifton, Bristol BS8 2XH
Tel: 01179 239777 Fax: 01179 735050 Email: info@nessy.co.uk
Website: www.nessy.co.uk

REM (Rickitt Educational Media Limited)

Great Western House, Langport, Somerset TA10 9YU
Tel: 01458 254700 Fax: 01458 254701 Website: www.r-e-m.co.uk
Large range of special needs software.

Topologika Software Limited

Great Western house, Langport, Somerset TA10 9YU
Tel: 01458 254754 Fax: 01458 254755 Email: sales@topologika.co.uk
Website: www.topologika.com

Whitespace Software Limited

8 Upper Saint Martin's Lane, London WC2H 9DL
Tel: 0207 240 0208 Fax: 0207 240 9210 Email: jonathan.ling@whitespace.co.uk
Website: www.whitespace.co.uk

Widgit Software Limited

PO Box 349, Stevenage SG1 9AD
Tel: 01438 842352 Fax: 01438 874378 Email: info@widgit.co.uk
Website: www.widgit.com
Software solutions for Special Needs.

Xavier Educational Software Limited

School of Psychology, University of Wales, Bangor, Gwynedd LL57 2AS
Tel: 01248 382616 Fax: 01248 382599 Email: xavier@bangor.ac.uk
Website: www.xavier.bangor.ac.uk

Re Order Details

Further copies of this SpLD Resources booklet cost £5.00 (postage included).

They can be obtained by contacting:

Patoss Limited, PO Box 10, Evesham, Worcestershire WR11 1ZW
Tel: 01386 712650 Fax: 01386 712716 Email: Patoss@sworcs.ac.uk
Website: www.patoss-dyslexia.org

Published by

Patoss

Professional Association of Teachers of Students
with Specific Learning Difficulties

P O Box 10

Evesham Worcs.

WR11 1ZW

Tel: 01386 712650 Fax: 01386 712716

e-mail: patoss@sworcs.ac.uk

website: www.patoss-dyslexia.org