



SPECIFIC LEARNING DIFFICULTY

Position Statement for Dyslexia, Dyscalculia and Developmental Co-ordination Difficulties

Wiltshire County Council

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SPECIFIC LEARNING DIFFICULTY

Position Statement for Dyslexia, Dyscalculia and Developmental Co-ordination Difficulties

Introduction

This position statement defines Specific Learning Difficulties, describes current provision and sets out developments to be undertaken in the foreseeable future. Its purpose is to promote a shared understanding within Wiltshire amongst parents and carers, and staff who work with children and young people with Specific Learning Difficulties. Position statements are not consultation documents, however, comments on provision and plans for the future are welcome and will be taken into account when developments are planned.

All Wiltshire services aim:

- for all children and young people, as far as possible, to be brought up by their own families, in their local community, and receive education at the nearest appropriate Early Years setting, school or college.
- to implement the Special Educational Needs and Disability Act 2001 – taking account of and reflecting the needs of all Wiltshire children and young people irrespective of ability, age, ethnic background, geographical location, gender and socio-economic status.
- to support Inclusion through early identification, assessment and intervention.
- to act in ways that will promote the Five Outcomes for all Wiltshire children and young people.

Joined-up Working

We recognise that children and young people with Specific Learning Difficulties sometimes need support from more than purely educational resources. We are committed to working in partnership with Health and Social Care colleagues to ensure that children and families receive the co-ordinated support they need to achieve the five outcomes set out in *Every Child Matters/Change for Children*. These outcomes are to: Enjoy and Achieve; Stay Safe; Be Healthy; Achieve Economic Well Being; and Make a Positive Contribution. New processes shared across service providers - the Common Assessment Framework and the Role of Lead Professional - are being introduced in the Local Authority. Information about how these work can be found in *“What to do if children and young people need additional help; a guide for service providers”* or by going to www.WiltshirePathways.org and selecting “What to do”.

Specific Learning Difficulties (SpLDs) is an umbrella term given to a number of conditions that affect a person's ability to learn. Of these conditions, dyslexia is the most common and high profile SpLD, but others include dyscalculia and developmental co-ordination disorder (DCD). Therefore for the purposes of this position statement Specific Learning Difficulties are divided into three areas:

- 1) Dyslexia
- 2) Dyscalculia
- 3) Developmental Co-ordination Difficulties

1) Dyslexia

Definition – what is Dyslexia?

There is no one nationally agreed definition of dyslexia. The Local Authority endorses both the following working definitions believing them to be complementary. They relate to the effects upon the learner.

“Dyslexia is evident when accurate and fluent word reading and/or spelling develop very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.”

British Psychological Society: Division of Educational and Child Psychology (D.E.C.P.) (Report 1999)

“Dyslexia is best described as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing and organisation, auditory and/or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation.”

“Some children have outstanding creative skills, others have strong oral skills. Some have no outstanding talents. All have strengths.”

“Dyslexia can occur despite normal intellectual ability and teaching. It is independent of socio-economic or language background.”

Peer, 2003, Dyslexia Handbook 2004: BDA 2003

The ability to use written language is a key skill in our society. Learning to read and write is one of the major tasks in school and as these skills develop they become one of the main tools for gaining access to the rest of the curriculum. Difficulty in learning written language is likely to impede the rest of a pupil's learning. This leads to a sense of failure, which impairs their confidence as a learner. These experiences may have far reaching consequences and some young people are at risk of becoming disaffected.

These definitions, although different in emphasis, both support the view that:

- Dyslexia relates to a broad range of difficulties associated with literacy and learning.
- Individual experiences and differences will be present.
- Pupils with dyslexia may have high performance abilities in contexts other than literacy.
- Individual strengths and difficulties in learning need to be identified in order to develop suitable teaching approaches.

In the past, children were not identified as dyslexic unless their reading ability was found to be lower than expected, given their IQ. This approach was useful for researchers, as it identified specific difficulties that might be linked to distinct causal factors. However most experts doubt that IQ can be used as a meaningful indicator of reading potential (Parliamentary Office of Science and Technology, 2004).

Dyslexia may co-exist with other barriers to learning. The existence of other difficulties should not prevent assessment for dyslexia or vice-versa. The Local Authority recognises the particular links there can sometimes be between dyslexia and the development of emotional and behavioural difficulties in some pupils. The Local Authority sees overcoming the barriers to achievement presented by dyslexia as essential in securing children's social and emotional adjustment as well as increasing their attainment.

Dyslexia, like other learning difficulties, is complex and interactive in its nature and so will only be understood with reference to the range of contexts in which it occurs. Thus the needs of pupils will need to be considered in the context of schools and families' organisation and support.

Incidence

It is estimated that nationally the incidence of people with moderate to severe dyslexia is between four and five per cent of the population. Estimates of prevalence vary because different studies identify cases based on different cut-off points on the continuum between mild and severe dyslexia (POST, 2004). The vast majority of pupils with dyslexia can have their needs met within their mainstream classroom with provision at Waves 1, 2 and 3 of the National Literacy Strategy as appropriate and according to the guidelines of *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.

The British Dyslexic Association have guidance on early indicators for children under 5 and reiterate that the earlier intervention takes place, the more chance the child has of making positive progress.

The responsibility for the identification of dyslexia is within the expected skills and knowledge base of the schools. To this end the Local Authority acknowledges the need to support its schools in developing effective, quality, school-based identification, intervention and monitoring of the provision for pupils with dyslexia. This support is provided through training and collaborative working with the Learning Support Service for pupils in primary schools and with the Educational Psychology Service for pupils with more complex needs and those of secondary age.

The specialist advice from both of these services may include assessment and advice on programme planning, teaching approaches and resources.

Schools can also access advice/training from the County SEN ICT adviser.

Educational Provision

Provision for pupils with dyslexia depends on the barriers to learning they are experiencing and how these affect access to the curriculum. The SEN Code of Practice (2001) sets out how schools should identify, assess and make provision for pupils with SEN. This is further defined in *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*. The majority of our secondary schools have a teacher with specialist qualification who can identify and provide for pupils with SpLD.

When additional or different action is needed to help pupils with particular learning needs make adequate progress, the resources and expertise already available within the mainstream school will normally cover this at School Action. This means looking at pupils' progress, their attainment and difficulties, as well as successes and strengths. It will involve assessing the strategies that are already being used to meet pupils' learning needs and how these might be made more effective.

To ensure that appropriate interventions are considered, it is imperative that pupils' difficulties are placed in the context of previous learning opportunities, including teaching styles and strategies used.

Support is, therefore, determined by a graduated process of identification, assessment and provision which identifies pupils' strengths, weaknesses, and style of learning, as well as factors in their learning environment which are proving both helpful and unhelpful to their learning.

Should pupils fail to make adequate progress despite previous appropriate interventions, external support services may be consulted for advice about individualised programmes, resources and support strategies and more specialist assessments.

Although each dyslexic pupil is unique, and some will need very limited additional support or no additional or different educational arrangements, provision for many dyslexic pupils may include:

- Identifying the specific difficulties that the pupil has in developing literacy skills through in-depth assessment to inform individualised learning programmes. These should be targeted over a predetermined period of time and aimed at improving identified aspects of literacy skills. These programmes are likely to be multisensory, structured and cumulative.
- Assessment of other contributory factors, e.g. approaches to learning, motivational style and emotional and behavioural needs.
- Raising awareness of their own individual patterns of learning abilities and weaknesses, including an understanding of dyslexia.
- Appropriate techniques, which will enable more independent and effective learning e.g. mind maps, study skills and brain-based approaches and ICT.
- Arrangements in class that will facilitate curriculum access, despite difficulties with literacy skills.
- Arrangements for fair access to tests and examinations, which need to be planned well in advance.
- Arrangements for effective school-home liaison, to promote parental understanding of and contribution to the ongoing assessment process and support in the home.

The principles of assessment, support and provision for dyslexic pupils in the Local Authority are supported by:

- Promoting Wiltshire's broad strategic goal to raise the level of expectations, attainments and quality of teaching and learning for all pupils with Special Educational Needs (SEN).

- Facilitating Wiltshire's strong commitment to raise the level of awareness of dyslexia in all schools.
- Providing all schools with access to specialist advice (either provided in-house, in the case of secondary schools, or from outside the school by professionals who have specialist training in or knowledge of dyslexia).
- Ensuring the principles of Inclusion through early identification, assessment and intervention.
- Implementing the Special Educational Needs and Disability Act 2001 – taking account of and reflecting the needs of all Wiltshire pupils irrespective of ability, age, ethnic background, geographical location, gender and socio-economic status.
- Implementing the recommendations made by the revised Code of Practice (November 2001) for pupils with SEN in mainstream schools and having regard for the *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.
- Involving collaboration between all stakeholders: pupils, parents/carers, teachers, professional support services and the Local Authority.
- Ensuring that parental/carer concerns are fully acknowledged and addressed.
- Promoting consistency and equality of support across Wiltshire.
- Ensuring regular reviews and evaluation of principles and practice with regard to developmental research in dyslexia.

Training

Wiltshire has a role in making training and information available to schools. The Local Authority will:

- Offer a range of training for schools, teachers and teaching assistants designed to raise awareness and help schools make the best provision for pupils with dyslexia. A framework of training has now been drafted, see the table below.
- Provide schools with information and updates on identified best practice in planning Wave 2 and 3 provisions.
- Provide schools with information they can give to parents/carers on how the needs of pupils with dyslexia are met in Wiltshire.
- Provide parents with information about parent partnership organisations.
- Provide details about relevant courses in the Wiltshire website at www.wiltscpd.co.uk.

This table illustrates Wiltshire Local Authority's approach to Dyslexia training:

| DESCRIPTION OF TRAINING | LENGTH | TARGET AUDIENCE | TRAINING PROVIDER |
|---|---|--|--------------------------------------|
| Awareness raising session. Staff meeting. | 1 – 1½ hours | Whole School | WLSS |
| WESforD | 1½ hours | Teachers and TAs | WLSS |
| WESforD 2 | 1½ hours | Key Stage 2 | WLSS |
| WESforD 2/Secondary | Varies | Secondary | WESforD consultant |
| TA training intermediate level: as per current module. | 2½ or 3 hour session | TAs on Wilts TA course, or as INSET in school or cluster | WLSS |
| Learning and teaching for dyslexic children (DfES). | Whole TD day | Whole School | WLSS |
| Dyslexia, Dyscalculia and Maths. | 1½ hours | Teachers | WLSS |
| Identification, assessment and teaching | Cluster/county based INSET 2 x half days | SLC managers/SENCOs/ interested class teachers | WLSS |
| Assessment (Diploma level – AMBDA) 60 Master's level credits. | 1 year: 15 days at University 90 hours taught 250 hours study 30 hours teaching | Teachers with SEN experience | Higher Education Establishment |
| Specialist Teacher Assessor: Practising certificate renewable every 3 years. Add-on to AMBDA/Diploma. | To be confirmed | LSS and teachers doing exam special arrangements. | LA or Higher Education Establishment |

Wiltshire Educational Psychology Service will undertake training as requested to suit the needs of individual schools, and this can be arranged with the schools liaison Educational Psychologist.

2) Dyscalculia

Definition – what is Dyscalculia?

At present there is on-going national debate about the precise nature of dyscalculia. Dyscalculia is a specific learning difficulty giving rise to cognition and learning needs. The Local Authority endorses the following two definitions, which relate to the effects upon the learner:

“Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.”

Guidance to Support Pupils with Dyslexia and Dyscalculia, DFES 0512, 2001

Professor Mahesh Sharma describes dyscalculia as

“...an inability to conceptualise numbers, number relationships (arithmetic facts) and outcomes of numerical operations (estimating the answers to numerical problems before actually calculating). ... The problems of the dyscalculic stems from the language, concepts and procedures of mathematics.”

WESFORD 2 – Dyslexia Resources File, Mathematics Difficulties, pp. 135

Some pupils with dyslexia also have difficulties with number but it is thought that these accompany the language difficulties of dyslexia. Purely dyscalculic learners who have difficulty only with number will have cognitive and language abilities in the normal range, and may excel in non-mathematical subjects.

Incidence

As people have not been widely tested for dyscalculia, it is hard to quantify exactly how many people in the UK have the condition. The best prevalence estimates for dyscalculia lie between 1 and 7%. As with dyslexia different studies have used different criteria for identifying cases. Equal numbers of boys and girls are reported to be affected (POST, 2004).

Most people with dyscalculia do not necessarily have any other learning difficulty but it tends to be associated with a negative self-image as a learner of mathematics.

The Local Authority sees overcoming the barriers to achievement presented by dyscalculia as essential in securing children's social and emotional adjustment as well as increasing their attainment.

The vast majority of pupils with dyscalculia can have their needs met within their mainstream classroom with provision at Waves 1, 2 and 3 of the Primary National Numeracy Strategy as appropriate and according to the guidelines of *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.

The responsibility for the identification of dyscalculia is within the expected skills and knowledge base of the schools. To this end the Local Authority acknowledges the need to support its schools in developing effective, quality, school-based identification, intervention and monitoring of the provision for pupils with dyscalculia. This support is provided through training and collaborative working with the Learning Support Service for pupils in primary schools and with the Educational Psychology Service for pupils with more complex needs and those of secondary age.

The specialist advice from both of these services may include assessment and advice on programme planning, teaching approaches and resources. Resources such as Wiltshire's *WESFORD 2 – Dyslexia Resources File* contains ideas, techniques and strategies for dyslexic pupils experiencing problems with mathematics and may also benefit those with dyscalculia.

Schools can also access advice/training from the County SEN ICT adviser.

Educational Provision

In the Early Years much of a young child's understanding of mathematical concepts will be tightly bound up with their language development. Mathematical development is one of the six areas of Early Learning Goals that integrate play and learning. During this stage some children will start to count and name shapes often before they start school. However, it is very important that this is encouraged alongside the development of the child's language and thinking skills. It is extremely difficult to deal with new ideas, understand abstract concepts, manipulate information and ideas, solve problems and remember previous learning without using appropriate language.

If a child has language difficulties, the early education settings can request specialist advice from a number of support agencies in Wiltshire including Early Years SENCOs, School Start and the Speech and Language Therapy Services.

During primary and secondary school, provision for pupils with dyscalculia depends on the barriers to learning they are experiencing and how these affect access to the curriculum. The SEN Code of Practice (2001) sets out how schools should identify, assess and make provision for pupils with SEN. This is further defined in *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.

When additional or different action is needed to help pupils with particular learning needs make adequate progress, the resources and expertise already available within the mainstream school will normally cover this at School Action. This means looking at pupils' progress, their attainment and difficulties as well as successes and strengths. It will involve assessing the strategies that are already being used to meet pupils' learning needs and how these might be made more effective.

To ensure that appropriate interventions are considered, it is imperative that pupils' difficulties are placed in the context of previous learning opportunities, including teaching styles and strategies used. Support is therefore determined by a graduated process of identification, assessment and provision which identifies pupils' strengths, weaknesses and style of learning, as well as factors in their learning environment which are proving both helpful and unhelpful to the learning.

Should pupils fail to make adequate progress despite previous appropriate interventions external support services may be consulted for advice about individualised programmes, resources and support strategies and more specialist assessments.

Although each pupil with dyscalculia is unique, and some will need very limited additional support or no additional or different educational arrangements, provision for many of these pupils may include:

- Identifying the specific difficulties that the pupil has with recognising and comprehending numbers (number processing) by using Butterworth's, *Dyscalculia Screener*, 2003 and setting up individualised learning programmes. These should be targeted over a predetermined period of time and aimed at improving identified aspects of numeracy skills. These programmes are likely to be multisensory, structured and cumulative.

- Assessment of other contributory factors, e.g. approaches to learning, motivational style and emotional and behavioural needs.
- Raising awareness of their own individual patterns of learning abilities and weaknesses, including an understanding of dyscalculia.
- Appropriate techniques, which will enable more independent and effective learning e.g. ICT and brain-based approaches with an emphasis on reasoning and learning about patterns, connections and applications to generalise learning.
- Arrangements in class that will facilitate curriculum access, despite difficulties with numeracy skills.
- Arrangements for fair access to tests and examinations, which need to be planned well in advance.
- Arrangements for effective school-home liaison, to promote parental understanding of and contribution to the ongoing assessment process and support in the home.

The principles of assessment, support and provision for pupils with dyscalculia in the Local Authority are supported by:

- Promoting Wiltshire's broad strategic goal to raise the level of expectations, attainments and quality of teaching and learning for all pupils with Special Educational Needs (SEN).
- Facilitating Wiltshire's strong commitment to raise the level of awareness of dyscalculia in all schools.
- Providing all schools with access to specialist advice (either provided in-house, in the case of secondary schools, or from outside the school by professionals who have specialist training in or knowledge of dyscalculia).
- Ensuring the principles of Inclusion through early identification, assessment and intervention.
- Implementing the Special Educational Needs and Disability Act 2001 – taking account of and reflecting the needs of all Wiltshire pupils irrespective of ability, age, ethnic background, geographical location, gender and socio-economic status.
- Implementing the recommendations made by the revised Code of Practice (November 2001) for pupils with SEN in mainstream schools and having regard for the Wiltshire Entitlement Document for Pupils in Mainstream Schools (2003) and *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.
- Involving collaboration between all stakeholders: pupils, parents/carers, teachers, professional support services and the Local Authority.

- Ensuring that parental/carer concerns are fully acknowledged and addressed.
- Promoting consistency and equality of support across Wiltshire.
- Ensuring regular reviews and evaluation of principles and practice with regard to developmental research in dyscalculia.

Training

The Local Authority has a role in making training and information available to schools. Wiltshire Psychology Service and the Learning Support Service are available to offer help and support to:

- Provide general awareness-raising sessions for schools.
- Provide schools with information they can give to parents/carers on how the needs of pupils with dyscalculia are met in Wiltshire.
- Provide parents with information about parent partnership organisations.
- Provide details about relevant courses on the Wiltshire Website at www.wiltscpd.co.uk

3) Developmental Co-ordination Difficulties

Definition – what is a Developmental Co-ordination Difficulty?

This term covers individuals who have a range of co-ordination difficulties which can affect their cognition and learning needs. These difficulties are sometimes labelled as Dyspraxia, Developmental Co-ordination Disorder (DCD), Clumsy Child Syndrome and Sensory Integrative Dysfunction. Formal diagnosis of these co-ordination difficulties requires medical input. However, the term, 'Developmental Co-ordination Difficulty' can be used by a range of professionals working with children and families as a basis for planned intervention. In this way, it is not necessary to wait for a formal medical diagnosis before interventions to help can be put in place.

The Local Authority endorses the following working definition. This relates to the effects of a co-ordination difficulty on the learner.

Pupils with Developmental Co-ordination Difficulties:

“are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.”

Removing Barriers to Achievement, DFES 0117-2004

Pupils with this type of specific learning difficulty have a continuum of need, which can contribute to the barriers to learning that they experience, and to their access to the curriculum.

For a medical diagnosis the following diagnostic criteria are used:

- A. Performance in daily activities that require motor co-ordination is substantially below that expected given the person's age and measured intelligence.
- B. Disturbance in A significantly interferes with academic achievement of daily living.
- C. It is not due to a medical condition.
- D. Not attributable to learning difficulties.

American Psychiatric Association, Diagnostic and Statistical Manual (DSM-IV), 1994

Incidence

It is estimated that nationally the incidence of children with Developmental Co-ordination Difficulties is at least 5% of the childhood population. The male to female ratio is 3:1. The difficulty can co-exist with other barriers to learning including ADHD, Dyslexia, Specific Language Impairment and SCD/ASD. Premature and low birth weight children are at particular risk of co-ordination difficulties.

The vast majority of pupils with Developmental Co-ordination Difficulties can have their needs met within their mainstream classroom according to the guidelines of *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.

Schools can make a judgement on strategies and support a child with coordination difficulties would need. If the difficulties continue the school would have a responsibility to discuss their concerns with the parents. The parents could then consult their GP who might refer the child for a medical assessment. Schools need to develop effective, quality, school based interventions for monitoring their pupils with coordination difficulties. This support is provided through training and collaborative working with the Learning Support Service for pupils in primary schools and with the Educational Psychology Service for pupils with more complex needs and those of secondary age.

The specialist advice from both of these services may include assessment of the possible impact on learning and advice on programme planning, teaching approaches and resources.

Schools can also access advice/training from the County SEN ICT adviser.

If pupils fail to make sufficient improvements health professionals such as Physiotherapists, Occupational Therapists and Speech and Language Therapists can carry out an assessment and give advice and support.

Educational Provision

Physical development is one of the areas of learning goals for children aged 0 – 5 years. During this time most children experience rapid physical, emotional and social growth.

It must not be assumed that children who are making slower progress must, therefore, have special educational needs, but children with difficulties in co-ordination will need carefully differentiated learning opportunities to help them progress, and regular, frequent monitoring of their progress. If necessary the early education settings can request specialist advice from a number of support agencies in Wiltshire including Early Years Area SENCOs and School Start.

Although a medical diagnosis is not usually made for children less than 5 years of age, parents may decide to seek medical intervention, which could lead to referral to physiotherapists and/or occupational therapists. Although there are considerable overlaps between the role of physiotherapist and occupational therapist, concerns about mobility and larger motor movements would initially be referred to the physiotherapist and concerns about fine motor skills, eye-hand co-ordination and perceptual skills to the occupational therapist.

During primary and secondary school, provision for pupils with a Developmental Co-ordination Difficulty depends on the barriers to learning they are experiencing and how these affect access to the curriculum. The SEN Code of Practice (2001) sets out how schools should identify, assess and make provision for pupils with SEN. This is further defined in *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.

When additional or different action is needed to help pupils with particular learning needs make adequate progress, the resources and expertise already available within the mainstream school will normally cover this at School Action. This means looking at pupils' progress, their attainment and difficulties as well as successes and strengths.

It will involve assessing the strategies that are already being used to meet pupils' learning needs and how these might be made more effective.

To ensure that appropriate interventions are considered, it is imperative that pupils' difficulties are placed in the context of previous learning opportunities, including teaching styles and strategies used. Support is therefore determined by a graduated process of identification, assessment and provision which identifies pupils' strengths, weaknesses and style of learning, as well as factors in their learning environment which are proving both helpful and unhelpful to the learning.

Should pupils fail to make adequate progress despite previous appropriate interventions external support services may be consulted for advice about individualised programmes, resources and support strategies and more specialist assessment.

Interventions should always be evidence-based and grounded in theories related to physical development. They should take into account the nature of the learning process in the developing child, the structure of the task and environmental conditions that support skill acquisition. Acquiring movement is a problem solving exercise involving action planning, execution and evaluation.

Although each pupil with Developmental Co-ordination Difficulties is unique, and some will need very limited additional support or no additional or different educational arrangements, provision for many pupils may include:

- Individualised learning programmes. These should be targeted over a predetermined period of time and aimed at improving identified aspects of co-ordination skills e.g. gross motor, fine motor, organizational skills and visual-spatial skills. These programmes are likely to be multisensory, structured and cumulative.
- Assessment of other contributory factors, e.g. approaches to learning, motivational style and emotional and behavioural needs.
- Raising awareness of their own individual patterns of learning abilities and weaknesses, including an understanding of their co-ordination difficulties.
- Appropriate techniques that will enable more independent and effective learning.
- Arrangements in class that will facilitate curriculum access, despite difficulties with co-ordination skills.
- Arrangements for fair access to tests and examinations, which need to be planned well in advance.
- Arrangements for effective school-home liaison, to promote parental understanding of and contribution to the ongoing assessment process and support in the home.

The principles of assessment, support and provision for pupils with specific learning difficulties in the Local Authority are supported by:

- Promoting Wiltshire's broad strategic goal to raise the level of expectations, attainments and quality of teaching and learning for all pupils with Special Educational Needs (SEN).

- Facilitating Wiltshire's strong commitment to raise the level of awareness of specific learning difficulties in all schools.
- Providing all schools with access to specialist advice (either provided in-house, in the case of secondary schools, or from outside the school by professionals who have specialist training in or knowledge of Developmental Co-ordination Difficulties).
- Ensuring the principles of Inclusion through early identification, assessment and intervention.
- Implementing the Special Educational Needs and Disability Act 2001 – taking account of and reflecting the needs of all Wiltshire pupils irrespective of ability, age, ethnic background, geographical location, gender and socio-economic status.
- Implementing the recommendations made by the revised Code of Practice (November 2001) for pupils with SEN in mainstream schools and having regard for *Special Educational Needs: The Wiltshire Indicators & Provision Document (Wiltshire DCE 2008)*.
- Involving collaboration between all stakeholders: pupils, parents/carers, teachers, professional support services and the Local Authority.
- Ensuring that parental/carer concerns are fully acknowledged and addressed.
- Promoting consistency and equality of support across Wiltshire.
- Ensuring regular reviews and evaluation of principles and practice with regard to research into Developmental Co-ordination Difficulties.

Training

The Local Authority has a role in making training and information available to schools. Wiltshire Psychology Service and the Learning Support Service are available to offer help and support to:

- Provide general awareness-raising sessions for schools.
- Provide schools with information they can give to parents/carers on how the needs of pupils with Developmental Co-ordination Difficulties are met in Wiltshire.
- Provide parents with information about parent partnership organisations.
- Provide details about relevant courses on the Wiltshire Website at www.wiltscpd.co.uk

Review

This document will be reviewed by January 2011 by Wiltshire Local Authority's SEN Strategic Management Group.

Local Contacts

Please consult our website for up to date contact information at www.wiltshire.gov.uk.

Parent Support Service

SENSS
Ask
Elmsgate
Edington Road
Steeple Ashton
Wiltshire
BA14 6HP

Tel: 08457 585072 info@askwiltshire.org

Local Education Teams

Educational Psychology Service and Learning Support Service

North District

Unit B6
Tyak Centre
Vincients Road
Bumpers Farm
Industrial Estate
Chippenham
SN14 6NQ
Tel: 01249 659202

Kennet District

10 Prince Maurice Court
Hambleton Avenue
Devizes
SN10 2RT
Tel: 01380 727710

West District

East wing
County Hall
Bythesea Road
Trowbridge
BA14 8JB
Tel: 01225 713791

Salisbury District

The Wilton Rooms
The Hollows
Wilton
SP2 0JE
Tel: 01722 743586

Statutory SEN Service

Wiltshire County Council
Central SEN Services
Department of Children & Education
County Hall
Bythesea Road Trowbridge
Wiltshire BA14 8JB
Email: customercare@wiltshire.gov.uk
Telephone: 01225 713000 Fax: 01225 713145

Early Intervention Team

Schools Branch
Department for Children & Education
9 Ascot Court
White Horse Business Park
North Bradley Trowbridge
Wiltshire BA14 0XA
Telephone: 01225 785670

ICT Special Educational Needs

Melksham Professional Development Centre
3 Lancaster Park Melksham
SN12 6TT
01225 793349
<http://wiltenco.wordpress.com>

National and International links

<http://www.abilitynet.org.uk> - AbilityNet details the huge range of techniques and adaptations that can make computers useable and friendly for those with special educational needs.

<http://www.ace-centre.org.uk> - Lots of links to organisations working in the fields of alternative and assistive technology.

<http://www.afasic.org.uk> - Afasic was founded in 1968 as a parent-led organisation to help children and young people with speech and language impairments and their families.

<http://www.becta.org.uk/> - A raft of excellent online information sheets onsite

<http://www.bdadyslexia.org.uk> British Dyslexia Association

<http://www.cafamily.org.uk> - The Contact a Family website is for families who have a disabled child and those who work with them or are interested to find out more about their needs.

<http://www.cdl.org/about/index.htm>
The Centre For Development & Learning

<http://www.dfes.gov.uk/sen> - Information from the Department of Education and Science, including frequently asked questions about SEN.

<http://www.dyscalculia.org>

The Dyscalculia Centre First and Best in Education
Earlstrees Court
Earlstrees Road
Corby
Northants NN17 4HH

Telephone: 01536 399000 Facsimile: 01536 399012

<http://www.dyslexiaaction.org.uk> Dyslexia Action (formally The Dyslexia Institute)

<http://www.dyslexic.org.uk> The Dyslexia Research Trust

<http://www.dyslexia.uk.com/> British Dyslexics

<http://www.dyspraxia.org.nz> - The Dyspraxia Support Group of New Zealand.

<http://www.dyscovery.co.uk/index.pl> - The Dyscovery Centre provides a specialist and high quality service. The inter-disciplinary team helps individuals with living and learning difficulties such as Development Co-ordination Disorder, Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder and Asperger's Syndrome.

<http://www.dyspraxicteens.org.uk/> - A website dedicated to Dyspraxic Teenagers.

<http://www.dyspraxiausa.com/> - American Dyspraxic site offering help, guidance, information and support.

<http://www.dyspraxiafoundation.org.uk> - A charity, which exists to help people to understand and cope with dyspraxia.

<http://www.enquire.org.uk> - Enquire is a national service with links to local networks. They provide independent advice and information to families of children who need extra help at school, to children and young people themselves and to professionals who work on their behalf.

<http://www.fdk.org.uk/index.html> - Fantastic Dyspraxic Kids is primarily for children with dyspraxia and their carers.

<http://inclusion.ngfl.gov.uk> - From the National Grid for Learning, this is a free catalogue of resources for teaching professionals, learners, parents and carers.

<http://www.inclusive.co.uk/infosite/index.shtml> Inclusive Technology manufactures peripherals and software to enable people with special educational needs to make the most of the PC.

<http://www.ldonline.org>
LD Online - The Interactive Guide To Learning Disabilities

<http://www.linguisystems.com> - American site which provides quality materials for speech-language pathologists, learning disabilities teachers, special educators, and others who work with students and adults with special needs.

<http://www.rmplc.co.uk/orgs/nellalex/index.html> The Arts Dyslexia Trust

<http://www.skillsforaction.com> - The aim of this website is to share with parents, teachers and therapists some very practical ideas that I have found very useful in helping children to gain movement skills

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GLOSSARY

| | |
|--------------|--|
| ADHD | Attention Deficit Hyperactivity Disorder |
| AMBDA | Associate membership of British Dyslexia Association |
| DCD | Developmental Co-ordination Difficulties |
| DCE | Department for Children & Education |
| ICT | Information & Communications Technology |
| INSET | In-Service Educational Training |
| IQ | Intelligence Quota |
| LA | Local Authority |
| SCD/ASD | Social & Communication Difficulties/Autistic Spectrum Disorder |
| SEN | Special Educational Needs |
| SLC | Specialist Learning Centre |
| SpLD | Specific Learning Difficulty |
| TA | Teaching Assistant |
| Wave 2 and 3 | Part of National Literacy Strategy |
| WESforD | Wiltshire Early Screening for Dyslexia |
| WLSS | Wiltshire Learning Support Service |