

Clues for spotting Visual Stress

squinting

looking closely

slow pace

lack of stamina for reading



Diagnostic questions

"How does it feel when you read?" OR "How do your eyes feel when you read?" - open ended and the best way to start.

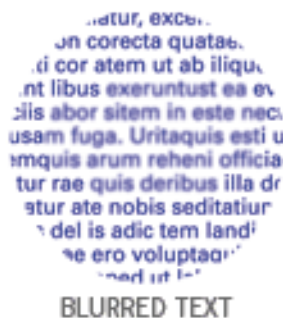
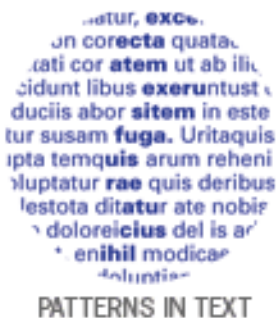
"Do the letters stay still or do they move?"

"Are the letters clear or are they fuzzy/blurred?"

"Is the page too bright, not bright enough or just about right?"

"Does it hurt your eyes to look at the page or is it OK?"

"After you have been reading for a while, do the words or letters do anything different?"



Universal Provision Checklist

Name:

Date of Birth:

Current Year Group:

Universal Provision checklist

The Universal Provision checklist should be used by class and subject teachers to ensure that they are using strategies and approaches that support all learners and make reasonable adjustment for learners with SEND.

When the Quick-checker has been used to identify any barriers to learning for a pupil that a teacher has concerns about, the Universal Provision checklist should be used to identify strategies and support that can be used to support the pupil with any identified areas of need.

Universal Provision Materials

Cognition and learning

Reading/ Phonics	Y/N
Have hearing and vision been checked recently?	
Is quality first multisensory teaching in place?	
Are structured phonics/ reading programmes in place?	
Are there regular opportunities for pupils to re-cap learning e.g. phonics and recognition of high frequency words?	
Is home reading encouraged and are opportunities put in place for pupils who do not read regularly at home to do this in school/college?	
Has training / advice been offered to parents about how to support reading at home?	
Is there an emphasis on language/comprehension-based approaches to reading support as well as phonics?	
Has a paired reading approach been utilised with adults or more able readers? Have adults and students been trained in the use of this methodology?	
Is there explicit teaching of application of reading skills e.g. scanning for key information?	
Are the pupils' strengths, hobbies and interests used to develop an interest in reading ?	
Has the possibility of visual difficulties such as visual stress or tracking difficulties been investigated? Is the use of coloured IWB backgrounds, coloured paper, overlays offered?	
Are pupils with reading difficulties positioned carefully in the classroom with clear sight line of the Interactive whiteboard?	
Has the use of a Reading Pen been investigated?	
Has a paired reading approach been utilised with adults or more able readers? Have adults and students been trained in the use of this methodology?	

Writing/ Recording	Y/N
Is writing /recording developed alongside and in partnership with reading?	
Are handwriting difficulties supported using appropriate resources e.g. writing slope, pen(cil) grips, penmanship paper, correct posture and pengrip etc.?	
Are fine motor skills and in-hand strength developed using e.g. finger gym?	
Are there repeated modelling / opportunities to practice handwriting, rainbow writing, use of aids for spacing between words, opportunities to develop patience and stamina ?	
Is correct letter formation visually supported e.g. using alphabet strips, displays?	
Are pupils offered the option of using an adapted book e.g. with wider lines or an editing line, to support organisation and legibility of writing?	
Do pupils have the option of using a jotter or mini-whiteboard to help them plan ideas for writing?	
Do staff offer pupils the opportunity to talk through their ideas for writing before starting?	
Is the recording of ideas supported using e.g. drafts, writing frames, mind-maps, assistive technology, well-directed teaching/learning support assistants, able scribes etc.?	
Are alternative forms of recording used and being investigated e.g. laptop /Ipad /study skill software found within Office 365; dictate?	
Do pupils have enough space to work comfortably, using any equipment needed?	

Spelling	Y/N
Is quality first multisensory teaching in place?	
Are structured phonics/ spellings programmes in place?	
Are there regular opportunities for pupils to re-cap and practice spellings?	
Are spellings that have been learned displayed visually around the classroom e.g. on displays, word mats?	
Spelling	Y/N
Are spellings given to be learned appropriately differentiated?	
Are multi-sensory resources and methods used to support the learning of spellings; use of wordlists, spelling books, technical glossaries, root words, 'word-building', word families; develop knowledge of morphology and etymology; pre-teaching of important vocabulary?	
Have pupils been shown a variety of ways to learn spellings e.g. Look cover write check, rainbow writing, mnemonics, underlining tricky parts of the word?	
Have pupils been encouraged to develop their own personalised method for learning spellings?	
Is there access to appropriate resources to support spelling e.g. ACE dictionary, Spell checkers?	
Does marking encourage pupils to check or correct spellings?	
Does marking identify words that a pupil is regularly mis-spelling and encourage the pupil to learn this spelling?	
Is positive marking used to maintain self-esteem and focus on key areas of development for an individual pupil?	

Maths	Y/N
Are 'hands-on' resources used e.g. number lines, objects, counters, Numicon, Cuisenaire Rods?	
Is an understanding of maths facts reinforced using 'hands-on', diagrams, models etc. ?	
Are facts and concepts taught regularly re-capped to aid retention ?	
Are maths processes and concepts visually reinforced using e.g. maths working wall, displays, maths mats ?	
Are maths concepts made real and relevant for pupils by linking them to their everyday life?	
Do pupils have the option of using a book with larger squares to support their organisation of work?	
Working memory/Processing/Executive functioning	Y/N
Do staff use pupil's name and establish eye contact before giving instructions?	
Are instructions clear and simple? Are longer instructions broken down and given one at a time?	
Are tasks clearly explained, modelled or scaffolded? Do staff check for understanding by asking a pupil to explain what they need to do in their own words ?	

Working memory/Processing/Executive functioning	Y/N
Are instructions visually reinforced e.g. through bullet-points, a worked example?	
Are opportunities provided for pupils to jot down key points/instructions? e.g. through use of mini whiteboard	
Is unnecessary copying avoided?	
Are visual timetables used, personalised if necessary; 'now and next' prompts, learning mats etc. to support organisation and independent learning?	
Is learning broken down into small steps, using a task planner?	
Are the expectations of each task made clear?	
Is new learning linked with what the pupil already knows e.g. use of a mind-map at the start of a lesson to review what student already knows?	
Do pupils have the opportunity to ask for help if needed, once work has started?	
Are multiple examples of new concepts provided with examples taken from real life rather than talking in the abstracts?	
Is there a visually supportive learning environment?	
Are timers or visual reminders used to show pupils how much time they have to complete a task?	
Is new or difficult vocabulary clarified, displayed and referred back to?	
Are students given appropriate processing time or opportunities to talk with a talk partner before answering a question?	

Is there explicit teaching of strategies to minimise the impact of limited working memory e.g. use of pen and paper for jotting ideas; memory games such as Kim's Game or Pelmanism, strategy games such as Connect 4?	
Are pupils given the option of using a quiet work area / ear defenders/ work screen to support their focus and attention?	
Are pupils given the option of using a wobble cushion to support their focus and attention if they struggle to sit still?	
Attitude to learning/ Self-esteem as a learner	Y/N
Are efforts praised as well as the final product?	
Do marking policies celebrate the positive aspects of pupils' work and give targeted feedback about how their work can be developed and improved using achievable next steps?	
Is work differentiated appropriately to make it accessible for all learners?	
Do all pupils have some opportunities to work independently?	
Are the different strengths and interests of pupils valued?	
Are pupils given opportunities to use their strengths and interests?	
Are pupils encouraged to develop their own methods for learning and to think about how they learn best (meta cognition)?	
Are there opportunities for 'mixed ability' working?	
Are mistakes used positively as a way to learn?	
Are pupils' efforts praised and their thinking valued?	
Do all pupils get an opportunity to work with the teacher during the week?	
Is homework differentiated in order to present an equal level of challenge to all pupils?	
Are all pupils included in the classroom?	

Name:

Date of Birth:

Current Year Group:

Date completed:

Identification Criteria

When identifying that a pupil has a special educational need (SEN), consideration must be given to whether the support required by the pupil in order for them to access the curriculum and make sufficient progress is different from or additional to that which would normally be available to pupils of the same age.

For each area where a need has been identified, record how often this difficulty is evident.

Rare/never – Only on the odd occasion i.e. once a term, maybe when distracted or not in the right frame of mind.

Occasionally – Maybe once or twice a week

Frequently – Every day or every time the subject is taught

In the comments/evidence box, outline the support required by the pupil in that area. This support should not be Universal Provision but should be additional, targeted provision e.g. targeted adult support, 1:1 or small group targeted interventions or specific adaptations to the curriculum.

Cognition and learning

In order for a pupil to be placed on the SEN Register at SEN Support with a primary need of Cognition and Learning, the child /young person will usually be working at least one year below Age Related Expectations in at least two key areas or 18 months to 2 years below Age Related Expectations in one key area (reading, writing, spelling, maths.) The pupil will be failing to make expected progress in at least one key area (reading, writing, spelling, maths) despite appropriate strategies and support being put in place to support progress in this area, through Universal Provision.

On assessment, the Standardised Scores for a pupil who meets criteria to be at SEN Support with a primary need of Cognition and Learning, will usually be 85 or below.

	Rarely/Never	Occasionally	Frequently
	<p>Indicate using a cross, or the date, the frequency of support required: Frequent, Occasional or Rare /Never.</p> <p>Add comments, including the support required and links to evidence and assessments used in space below each descriptor.</p> <p>Any specialists involved and date referred:</p>		
Attainment and progress			
	Yes	No	
<p>The pupil is working at least one year below Age Related Expectations in two or more key areas or at least 18 months below Age Related Expectations in one key area.</p>			
Comments/ evidence			

	Yes	No
The pupil is not making expected progress in at least one key area, despite appropriate focused support being put in place through Universal Provision.		
Comments/ evidence		
Reading/Phonics		
	Rarely/Never	Occasionally
		Frequently
Difficulty with fluently decoding words at an age appropriate level.		
Comments/ evidence		
Difficulty with recognising High Frequency Words at an age-appropriate level.		
Comments/ evidence		
Difficulty with adding intonation and recognising punctuation in their reading.		
Comments/ evidence		
Difficulty with recalling what they have read.		
Comments/ evidence		

Reading/Phonics			
	Frequently		
	Occasionally		
	Rarely/Never		
Difficulty with answering verbal/written comprehension questions at an age-appropriate level.			
Comments/ evidence			
Unable to read with age-appropriate fluency and speed.			
Comments/ evidence			
Writing/Recording			
	Frequently		
	Occasionally		
	Rarely/Never		
Difficulty with communicating their ideas in writing in a legible way.			
Comments/ evidence			
Difficulty with communicating their ideas in writing in an organised and readable way.			
Comments/ evidence			

Writing/Recording			
	Rarely/Never	Occasionally	Frequently
Difficulty with organising their writing into age-appropriate sentence structures.			
Comments/ evidence			
Difficulty with writing using age appropriate, accurate grammar.			
Comments/ evidence			
Difficulty with writing using age appropriate, accurate punctuation.			
Comments/ evidence			
Spelling			
	Rarely/Never	Occasionally	Frequently
Difficulty with applying phonics knowledge to their spelling.			
Comments/ evidence			

Spelling

	Rarely/Never	Occasionally	Frequently
Difficulty with applying knowledge of High Frequency Word spellings.			
Comments/ evidence			
Difficulty with spelling age appropriate High Frequency Words correctly.			
Comments/ evidence			
Difficulty with retaining and applying taught spelling rules.			
Comments/ evidence			

Maths

	Rarely/Never	Occasionally	Frequently
Difficulty with retaining taught maths facts and concepts.			
Comments/ evidence			

Maths		Frequently	Occasionally	Rarely/Never
	Difficulty with understanding basic maths concepts e.g. place value.			
	Comments/ evidence			
	Difficulty with applying a taught concept in different situations e.g. using a method to solve a problem.			
	Comments/ evidence			
	Difficulty with organising their work neatly on a page and working accurately.			
	Comments/ evidence			

Working memory/Processing/Executive functioning

	Frequently	Occasionally	Rarely/Never
Difficulty with regulating and maintaining their attention so that they c an focus on a task for a reasonable amount of time.			
Comments/ evidence			
Difficulty with remembering and follow instructions.			
Comments/ evidence			
Difficulty with organising themselves for a task.			
Comments/ evidence			
Difficulty with working independently.			
Comments/ evidence			
Difficulty with dealing with abstract ideas, generalising from experience and /or using problem solving skills.			
Comments/ evidence			

Attitude to learning/ Self-esteem as a learner

	Frequently	Occasionally	Rarely/Never
Lacks confidence to attempt work independently.			
Comments/ evidence			
Lacks self-esteem in relation to learning.			
Comments/ evidence			

Dyslexia Style guide

This Style Guide provides principles that can help ensure that written material considers the difficulties experienced by some dyslexic people and allows for the use of text to speech to facilitate ease of reading. Adopting these principles for dyslexic readers has the advantage of making all written communication easier on the eye for everyone.

When making changes consider all the ways that you use written communications, such as emails, presentations, web pages and printed materials. Consider these principles in combination with other accessibility guidance such as the Web Accessibility Content Guidelines (WCAG).

Readable Fonts

- Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
- Font size should be 12-14 point or equivalent (e.g. 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font.
- Larger inter-letter / character spacing (sometimes called tracking) improves readability, ideally around 35% of the average letter width. If letter spacing is excessive it can reduce readability.
- Inter-word spacing should be at least 3.5 times the inter-letter spacing.
- Some dyslexic people find that larger line spacing improves readability. It should be proportional to inter-word spacing; 1.5 / 150% is preferable.
- Avoid Underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis.
- Avoid using capital letter and uppercase letters for continuous text. Lower case letters are easier to read.

www.bdadyslexia.org.uk

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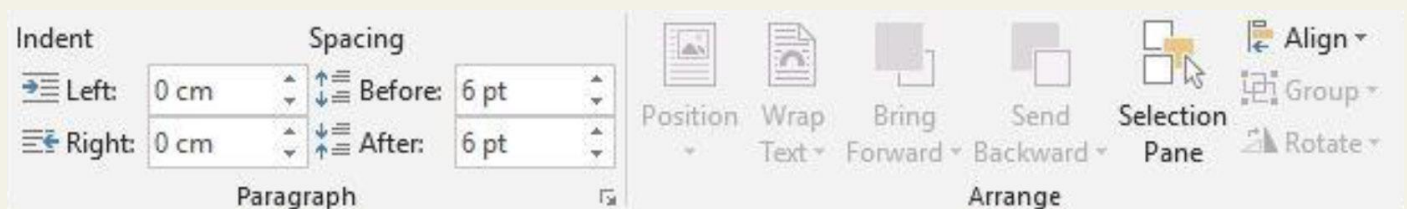
Headings and Structure

Use headings and styles to create consistent structure to help people navigate through your content. In Word, you'll find these tools in the 'Home' tab:



- For headings, use a font size that is at least 20% larger than the normal text. If further emphasis is required, then use bold.
- Use formatting tools for text alignment, justification, indents, lists, line and paragraph spacing to support assistive technology users.

In Word, you'll find these tools in the 'Layout' tab:



- Add extra space around headings and between paragraphs.
- Ensure hyperlinks look different from headings and normal text.

Colour

- Use single colour backgrounds. Avoid background patterns or pictures and distracting surrounds.
- Use sufficient contrast levels between background and text.
- Use dark coloured text on a light (not white) background.
- Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies (colour blindness).
- Consider alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. White can appear too dazzling. Use cream or a soft pastel colour. Some dyslexic people will have their own colour preference.
- When printing, use matt paper rather than gloss. Paper should be thick enough to prevent the other side showing through.

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Layout

- Left align text, without justification. This makes it easier to find the start and finish of each line and ensures even spacing between words.
- Avoid multiple columns (as used in newspapers).
- Write short simple sentences: 60 to 70 characters is optimal.
- Use white space to remove clutter near text and group related content.
- Break up the text with regular section headings in long documents and include a table of contents.

Writing Style

- Use active rather than passive voice.
- Be concise; avoid using long, dense paragraphs.
- Write in simple clear language using every day words.
- Use images to support text. Flow charts are ideal for explaining procedures. Pictograms and graphics can help to locate and support information in the text.
- Consider using bullet points and numbering rather than continuous prose. •

Give instructions clearly.

- Avoid double negatives.
- Avoid jargon and abbreviations where possible; always provide the expanded form when first used. Provide a glossary of jargon

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Help Yourself area checklist

- '3 before me' poster
- Phonics mats (phases 2-5)
- Finger spacers (lollipop sticks / laminated)
- Word mats for spelling (e.g. Common Exception words)
- Word mats for word variety, as appropriate to year group (e.g. conjunctions, adverbs etc.)
- Letter reversal cards (e.g. b and d 'bed')
- Handwriting strips
- KS1 - phoneme frames
- 100 squares
- Number lines
- Numicon / rods and dienes / a practical number resource
- Number formation sheets
- Post it notes

In addition to this, KS2 will also need:

- Dictionaries
- Thesauruses
- Topic words
- Highlighters
- Specific spelling rules sheets/ posters

APPENDIX 6

ICT programmes / ICT equipment used to facilitate access / promote learning

English:

Clicker Writer

Purple Mash

iTrace

CrazyCursive

Teach Monster

Maths:

Times Tables Rock Stars

NumBots

Tracing Numbers

