

Definition of Dyslexia

Dyslexia is a learning difficulty that primarily affects the skill involved in accurate and fluent word reading and spelling.

- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.

Rose Report (2009)

The assessment will report on a child's achievements in reading and spelling; general underlying ability; phonological awareness and phonological production; processing speeds; and working memory.

**Islington Dyslexia Network @
Samuel Rhodes School Outreach Department
11 Highbury New Park, London, N5 2EG
T: 020 7704 7490 ext 483 F: 020 7704 7491**

Islington Dyslexia Network

Information for Schools

IDN



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Do you have a child in your school in Year 3 or above who, *despite receiving targeted interventions over time*, is struggling with Literacy?

Would you like to have further information about the child's learning profile and recommendations to help them make better progress?

The Islington Dyslexia Network offers a full literacy assessment, and gives specialist advice about reading, writing and spelling difficulties. Every member of the team is trained as an SpLD assessor and is a member of AMBDA (Associate Member of the British Dyslexia Association).

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What happens?

1. School fills in a Dyslexia Assessment Referral Form (available from Jane Palmer: palmer.j52@srs.islington.sch.uk)
2. Samuel Rhodes Outreach department allocates an assessor who gets in touch with the SENCo
3. The assessor sends the school three questionnaires: for the child, the parent and the class teacher.
4. When completed and sent back, the assessor and SENCo arrange a time for the assessment to take place.
5. Assessment takes place at the child's school. It is important that a quiet room/space is provided .
6. The assessor writes up the report.
7. The assessor contacts the SENCo to arrange a date for the SENCo, teacher, parent/carer and assessor to meet and share report findings and recommendations

An assessment costs £550

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