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Esther de Burgh-Thomas 5 July 2005

Effective, economic, time-saving recommendations for primary and secondary school SENCOs who do not have the budget to ascertain whether all suspect pupils are dyslexic or give all dyslexic pupils one-to-one support

An earlier version of these recommendations was originally written for Haringey's LEA in May of this year while I was working with Youth Offending Services as Haringey's Locum Education Officer. They have since been adapted (detail has been added) for primary and secondary school SENCOs. My qualifications are listed at the end of this report. The report does not recommend anything I have not tried (I have not read all the maths books but they were recommended by a brilliant dyslexia tutor at the Blomfield Centre): I spent the time that I taught dyslexics at primary (three years ago) and the years leading up to becoming a secondary school SENCO embroiled in a desperate and continuous search for solutions for how to deal effectively and in small time-slots, with a vast array of disaffected inner London non-readers and poor readers, many of whom were dyslexic. Later, when I became a dyslexia diagnostician (I had started out with just the OCR qualification), I came to understand a great deal more about what I had been doing correctly and what had been less useful. Later still, as a university dyslexia tutor, I put the teaching of study skills into practice and often found myself on the receiving end of the wisdom of my dyslexic students... I hope that some of what I learnt will save you much-needed time.

Enough information is given here for SENCOs to explore testing materials and attend independent short teaching courses with no further reference to me. However, I am always glad of the chance to offer free advice, preferably by email: edeburgh@tiscali.co.uk – or to answer questions over the phone: 0181 354 9069 or 0202 663 3471. I am unlikely to be very available after 22 July.

NB Dyslexics have slower auditory and visual processing, which is why teachers are encouraged to write lesson objectives and key words on the board while repeating them – and also why stopping to ask questions at short intervals is helpful to the dyslexic. To find out why this is, email me with a request for a copy of the article I am in the middle of writing (complete with diagram scanned from a book by Margaret Snowling). My article begins with the biological basis of dyslexia and goes on to explore its implications for the learner, including the importance of using the voice. I'd have liked to post it but: it isn't complete; it wouldn't fit into these little envelopes and it might be too much information in one hit. Also, if people ask for it, I'll have to hurry up and finish it: dyslexics aren't the only people who need motivating!

Free information pack from the British Dyslexia Association containing vital, valuable information

It's name: **Achieving Dyslexia Friendly Schools resource pack fully revised and updated** (their fifth edition). The publication is free because the DES has paid for everything. Ruth Kelly has written the introduction but, more importantly, experts associated with the British Dyslexia Association are the main contributors: only postage is required). Copies are available from REM on 01458254750. REM are willing to send copies to private households (they have sent a job-lot of 50 to mine so I have some spare for anyone in need if the DES run out).

Chapter headings of the above-mentioned resource pack

What is dyslexia?

How to identify dyslexia;

dyslexia and numeracy;

good practice;

primary school tips;

secondary school tips;

information; BDA quality mark; planning a dyslexia friendly school; policy;

references and links; poems.

Testing

Reading tests

For any teacher who simply wants to test for reading ages, the quickest reading test is the Salford Sentence Reading test (three minutes to administer/score).

Dyslexia tests: educational psychologists

Educational Psychologists can now quickly screen all primary and secondary school children for dyslexia using the LAD computerised screen test from L.U.C.I.D. as recommended by Sue Flaw at the British Dyslexia Association, Reading (Tel: Brenda on 01482882121). There are also still some doctors who are prepared to refer children with suspected dyslexia for neurological testing. This should result in a dyslexia report which should then be taken into account by the statementing panel.

Dyslexia screening: teachers and assistants

Sight and hearing difficulties to be ruled out

✓ All children with significant literacy difficulties should be routinely tested for hearing (by a doctor) and for sight. As well as the standard optician's test, they should be seen by an optometrist.

a) Problems commonly dealt with by optometrists (as opposed to an optician)

Astygma

✓ Many children have astygma (when the eye's lens is shaped like a rugby ball) or lazy muscles in one eye, or scotopic sensitivity. Neither these children nor their parents tend to be aware there is a problem: they only know that their child has difficulty reading. These problems can be rectified with great ease.

Even the optometrist's fees can, in some cases, be covered by the National Health if a doctor can be persuaded to make the referral.

b) Scotopic sensitivity

A child has scotopic sensitivity if one or more of the following criteria applies:

- r i) he finds blue print on white easier to read than black on white;
- ii) he prefers to read black print on an ivory, yellow or other coloured background to white.
- iii) He regularly loses his place on the page more than is expected (this condition, if extreme, includes seeing letters moving on the page).

If you are unsure, he should be seen by an optometrist. Once his scotopic sensitivity has been treated (either with coloured lenses or an overlay) there will be a significant increase in his reading speed.

c) Sequencing problems

Not all dyslexic children have sequencing problems. A sequencing problem with words might manifest itself as the child reading "tip" first one way round, ("tip") and then the other ("pit"). This may be due to a cognitive processing problem but it is just as likely to be due to the fact that the brain still has not selected a "leading eye" (we usually have a leading eye, ear, hand and foot. Optometrists treat a non-leading eye problem by patching (ie covering) one eye. This allows the exposed eye to gain dominance. Again, an optometrist is the person to make such a diagnosis and undertake treatment.

d) Optometrists

An optician's powers are limited. An optometrist, on the other hand, is trained to deal with problems a – c. If parents can't afford the fees, a doctor's referral is recommended.

Two reputable optometrists are:

1. **The Institute of Optometry, Elephant & Castle: 0207 407 4183**
- 2.. **Alexander Kobrin Optometrist, Potters Bar: 01707 652322**

Quick but effective home-made tests

Teachers/assistants can easily be shown how to screen for dyslexia using quick, off-the-cuff tests for example digit span (timing the speed at which the dyslexic repeats from memory sequences of numbers presented in forward and backward order. A related test for dyslexia is simple arithmetic: the dyslexic subtracts numbers noticeably more slowly than he can add them together. This is because subtraction makes greater demands on the short-term memory than addition. Poor comprehension can be a give-away (even untrained dyslexic university students who can read with expression have comprehension problems). Much more clear-cut tests, however, include

word-repetition (dyslexics repeat three- and four-syllable words with notorious inaccuracy and are responsible for most of the malapropisms we hear). In the same category of tests come spoonerisms (dyslexics take five times as long as non-dyslexics to spoonerise two words). Finally, observing handwriting speed is useful because, not only do dyslexics tend to have poor handwriting. Their writing speed is usually significantly slower than their peers.

The "Big Four" tests used by professional diagnosticians and how they can be used for screening

A standardised test is one which has been tested against a wide sample population of a similar nature to the client being tested. These are the tests that "hold water" because they do not allow leeway for subjective impressions. The four tests are:

1. British Picture Vocabulary Scale (this rules out language difficulties which may be the reason why a pupil is having literacy difficulties);
2. The Wide Range Achievement Test (this tests spelling, reading and maths;
3. The Phonological Awareness Battery (this tests phonological awareness difficulties: central to dyslexia testing because, by definition, someone with good phonological awareness can not be dyslexic); and finally
4. The Raven's Progressive Matrices (a test of non-verbal intelligence: traditionally, a pupil demonstrating signs of dyslexia would be labelled as having moderate learning difficulties if they had a low score on this. Thanks to Rea Reason (working in association with the British Psychological Society), this is no longer the case: all would now meet the classification: dyslexic). Pupils like the Ravens because it tests their intellect using patterns: it is not necessary to read a single word.

The Aston contains traditional testing materials but these are not standardised, which makes them difficult for a non-expert to interpret.

How to purchase the above-mentioned testing materials

The Dyslexia Institute can provide the Wide Range Achievement Test (WRAT), the British Picture Vocabulary Scale (BPVS) and the Phonological Awareness Battery PhAB. The PhAB can also be ordered from book shops (ISBN 00 9000 6343).

The Ravens Progressive Matrices is available from Oxford Psychologist's Press, Elsfeld Hall, 15-17 Elsfeld Way, Oxford OX2 8E tel 0870 872 8727. Primary SENCOs should ask for the "coloured matrices", while secondary SENCOs need the traditional Progressive Matrices. (NB unless you are trained to administer these tests, you have a case for making your own estimate of the child's intelligence instead of using this test).

Reading

Initial steps towards maximising reading expertise

I recently taught a 17-year-old to read. He looked and sounded like a member of the Kray Twin gang and was determined not to let me or anyone else teach him to read because (at it turned out) he'd believed himself to be unteachable: so much so that, in the early days I was relieved that teaching wasn't part of my remit as Locum Education Officer. Later, after I'd been instructed to carry out a dyslexia diagnosis on him, he agreed to spend one session with me. During that session I taught him the correct sounds of a very few letters. This enabled him to read a large number of small words. After that it was easy: first we would run through the letter sounds of any new words (never ask a dyslexic to tackle a word containing sounds they don't know: it can only discourage). Then he would read the words (we used to have a power struggle over who would do the sound-blending). His reading took off so well that he began taking photocopies of material home to read with his mother (I gave him the tape for her which gives the correct letter-sounds (available on request). I received an email from his social worker yesterday telling me that he will soon be released from his obligation to attend Youth Offending Services weekly but that he has asked for photocopies of the remainder of that reading material. Unfortunately I should also add that this 17-year old continues to refuse to attend any courses and, as such, he is unlikely to gain any qualifications. I should also add that he would not have submitted to reading lessons were it not for the fact that it was part of his sentence to attend Youth Offending Services and, if he had not been reading, he would have been required to continue with one-to-one interviews with a cognitive psychology bias.

- ✓ a) It is important to train parents and carers in the art of paired reading (an easily acquired skill: the good reader reads, in a soft voice, half a beat behind the poor reader. Any difficult word is immediately heard by the poor reader. Both readers continue without pause. The poor reader is allowed to signal if they want the good reader's voice to stop). NB This is not a recommended activity for genuinely dyslexic children. They need to know exactly what sounds are made by the letters or pairs of letters in the word. They then need to learn the blending technique: how to say them (never dropping the initial sound) together so quickly that they can suddenly hear what the word says. A dyslexic reader who isn't familiar with the look of a word has to learn its sound this way first.
- b) It is far more disastrous for the dyslexic than it is for the non-dyslexic to be taught inaccuracies when it comes to letter sounds. I have a five-minute cassette tape available that contains the exact sound(s) made by each letter of the alphabet. Available for the cost of material, postage and packing from me: £3.00.
- c) A hidden but vital skill to aid the reading process in dyslexics is called phonological awareness. This is especially weak in the dyslexic but can be improved with training. An example of phonological awareness training would be to give a pupil challenges such as, "Say **train** without the **ain**" or "Say **bus** without the **"b"**". This comes easily to the non-dyslexic but dyslexics need to practice the skill. Margaret Snowling recommends 5 – 10 minutes of phonological awareness training per day for the dyslexic. A useful programme of exercises can be found in Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties by Peter Hatcher ISBN 1 – 86156 – 181 – 4.

teachers reported that, when they returned to lessons, they declared themselves to be so exhausted that they couldn't possibly do any more work!

Brain gym

This wakes up the half of the brain that goes to sleep when too much concentration has been given to literacy. Because of the nature of their differences, dyslexics have to concentrate much more when reading or writing (the reason they get tired more quickly). Brain gym enables both halves of the brain to "wake up" through simple movements and exercise. If any of you would like a two-sheet handout on this, complete with diagrams, just send me an s.a.e.



✓ Reading CD

An excellent CD called Electronic Library is available from Carron Practicals, Conover Nr Shrewsbury SY5 7AY Tel: 01743872120. The pupil chooses from over 250 short book titles (no more than a page long each), graded by colour according to difficulty. A high proportion of these "books" contain very interesting, mature but easily-worded non-fiction material (for example about the universe). A computerised voice reads the difficult words the student can't manage (the student presses a button over the relevant, highlighted word). The student then has the option of learning to spell the words with the help of the computer which later tests the user on that word. There is a separate structured spelling programme and a comprehension CD. These CDs can be bought very cheaply by parents for home use once the school has a (surprisingly cheap) licence.

Trace this lazy 8 in a big loop in the air with
1. The finger of your right hand.
2. The finger of your left hand.

Reading books while listening to the [unabridged] version on tape is helpful if done using structured methods (ie for some of the time, do one page at a time separately before doing both together). For these try The National Listening Library, www.listening-books.org.uk 0171 4007 9417; BBC Books, 0171 6366 1500; Tapeworm Cassettes: 0181 942 7788 or The Talking Book Shop, 11 Wigmore St: 0171 491 4117.

Spelling

It is vital that all teachers periodically remind pupils of how to perform the "Look, Say, Cover, Write Check" method for teaching spelling (including secondary school subject teachers because dyslexics are notorious for mastering the procedure and then forgetting it a week later). This is the method that works most quickly because it is multisensory. All dyslexia specialists realise that dyslexics avoid writing down words they can not spell (the reason their spoken accounts attain the complexity in which their written accounts are, uniformly, sadly lacking): the more words they can spell, the more words they can write. (NB If you can persuade them to use their voice

dramatically raised SATs levels. It is also used in many parts of Kent. OCR dyslexia specialists I trained with in Kent now use the Phono-Graphix/Sounds Write method.

Reading material to complement Phono-Graphix and Sounds Write (above)

Toe by toe (Ottaker's Wood Green, will get it for you – you don't need to tell them the publisher or author) is a structured reading programme that works well with Phono-Graphix and Sounds Write.

A cheaper but extremely effective method of teaching reading/spelling to small groups of primary level dyslexics (it would work for secondary level pupils if they first agree to work with material they will consider beneath their intellectual level)

If there is no money and no time for courses, primary assistants/teachers can easily learn an alternative, more straightforward method. The programme is called Ready Made Lessons for pupils with dyslexic type difficulties by Penny Tolson and is based on Beve Hornsby and Frula Sheer's Alpha-to-Omega (Beve Hornsby, who died only recently, used her knowledge of speech therapy to define the order of sounds taught in reading). It is a reading programme that is best confined to groups of six – nine children working at a similar level. It includes games which Penny explains in her book and can be purchased by ringing its author, Penny Tolson on 0208 333 0511, www.pennytolson.co.uk email: penytolson@onetel.com. Penny, a former OCR colleague of mine, was an Islington SENCO until two years ago (Canonbury Primary School). 33% of the children were on free dinners and one third of Y3 alone were dyslexic. After using her programme on the children who needed it three times a week, there was a significant and permanent improvement, as a result of which the SATs results for July 2000 were as follows: Maths Level 4: 95%; Science Level 4: 100%; English Level 4: 98%.

✓ **ARROW (Audio, Read, Recite, Oral, Write) (this works at all levels)**

ARROW is an excellent and easy-to-use/easy-to-teach method for learning to read irregular words (for example, "her" is an irregular word in that it is not spelt "hur"). The teaching methods described above work for most words, even words containing "sound pictures" such as "gh". ARROW works for those stubborn words (many of which are common words) that don't conform to any of the usual rules.

The ARROW method involves the pupil reciting words onto tape that are pitched slightly higher than their usual level (words they can not read). The pupil then progresses through a set ritual which includes writing the words from dictation and self-marking, using the original script. Children enjoy this work because they can work at their own pace. As a result they work so hard at it that they can overtire themselves for later work. When I taught ARROW as a SENCO, my pupils worked like Trojans and learnt quickly. Unfortunately,

to guide their writing, and if you have taught them mind-mapping, their work will be at the same standard as anyone else's)

In order to maximise the multisensory aspect of the "Look, Say, Cover, Write Check" method for teaching spelling, letters need to be joined together as much as is possible.

Mind-mapping

I strongly recommend Tony Buzan's The Mind Map Book (he's brought one out recently which differentiates between how a pupil mind-maps for, say: history or geography but it's not worth over-complicating what is, in fact, a very simple process. Essentially, a mind-map is a spider diagram that has branches, with each branch being the equivalent to a sentence in a paragraph. Images are encouraged, especially if the mind map is to be used for revision.

All the writing can be in black but encourage your pupil to give each branch a different colour. The subject title (and image) goes in the middle of the page. Then Topic one begins at 1.00pm of the clock, branching out from the centre. Topic the last appears at 12.00pm, also branching out from the centre. The best way to teach it is to get your pupil to list all the facets of their own personality. Then mind-map these (you'll find you only need four or five branches at most, even with 20 attributes). Your pupil will be stunned at what a simple soul he or she is once everything is on the mind map.

Study skills

✓ These include: note-taking, reading for meaning, proofreading (including punctuation), revision, planning essays, writing essays, organisational tips, and an explanation of the biological basis of dyslexia and its implications for the dyslexic. If anyone would like more information on these, please email me specifying which topics you would like to know more about: ~~edouard@corningmail.co.uk~~..

ICT and dyslexia

At primary and secondary level, dyslexics would benefit from being taught to use text-to-speech software (TextHelp) and speech-to-text software (Dragon Naturally Speaking Version 8). Both are available, together with many other dyslexia aids including the handheld Franklin Elementary Spellmaster and Speaking Thesaurus, from ianSYST in Cambridge (Tel 08000180045 or 4401223420101 for their catalogue). Other popular and effective software packages include Workshark 2 (Whitespace); The Bangor Dyslexia Teaching System (Xavier Software); Spelling Made Easy - Starspell Plus (Fisher-Marriott), Mavis Beacon typing (poor handwriting goes hand-in-hand with dyslexia but, more to-the-point, the sooner a dyslexic can write his essay on a word-processor, the happier he'll be because it's easy to move paragraphs around (dyslexics tend to write things in the wrong order unless

they've learnt mind-mapping), more important even than that, dyslexics will try out words they are unsure of how to spell on a wordprocessor because they know they have a built-in spell-checker. Lastly, Touch Type Read and Spell is worth a trial. It has been used with success in prisons and even the pupils in Haringey's Pupil Referral Unit liked it. Ring Christine Freeman: 8361 3013/8361 0786 who will come to your school with the equipment so that you can try it out.

Exams and the dyslexic

No matter how adept the dyslexic is at reading and writing, he will never be able to do either as quickly or as accurately as his colleagues. Extra time is nowhere near sufficient for the dyslexic. I have met highly intelligent, very able dyslexics who lost marks at an alarming rate because they had mis-read the question: sometimes just by one letter. Either give the dyslexic a reader, allow him a tape of the questions or (if he is sufficiently skilled) let him do the exam in a room on his own so that he can read the questions aloud (the nearest sure way for the dyslexic to check the meaning of a phrase).

An amanuensis This is the best solution for the dyslexic. Teach the dyslexic to mind-map, then the amanuensis can read the dyslexic the questions and the dyslexic (after first mind-mapping the answer at his leisure) dictates his answer to the amanuensis. Schools and even universities avoid using amanuenses wherever possible but only because they are expensive. Hopefully the day will soon come when all dyslexics have their own computer loaded up with Dragon Naturally Speaking (see the ICT section).

Dyslexics can be given the above privileges for SATs as well as for GCSEs, providing the correct forms are filled out.

Maths

NB Dyslexics are always grateful for squared paper. The reason dyslexics are more likely to be at the concrete stage of learning (and hence in need of counters and so on) is because the very process of reading expands the intellect due to the demands on the short-term (and long-term) memory. This is why hearing-impaired learners are also intellectually at a disadvantage in the non-reading years: their hearing difficulties have delayed them in their reading progress. Another benefit the process of reading gives non-dyslexics is the ability to focus the eye on letters and symbols (an optometrist I met once used numbers to test the tracking abilities of illiterate South Africans (keeping their eye on the line they're reading: extremely poor). This is why large writing and large symbols are also helpful to the dyslexic, as is squared paper, which, by its nature, holds symbols in frames, aiding the eye's focus.

Maths teachers who wanted to make their teaching more accessible to dyslexics can do an excellent top-up course at the Dyslexia Institute (Tel: 01784 463 851: just two full Saturdays can revolutionise the teaching of maths (you come away understanding the "hows" and "whys" of using cuisinnaire rods, among other things: vitally important for the concrete or dyslexic learner);

Recommended books for Maths teachers of dyslexic pupils:

Maths and dyslexics by Anne Henderson ISBN 0-9512529-1-7

Maths made easy by Carole Voderman ISBN 0 7513 59610 (pub. Dorling Kindersley) also comes highly recommended

Maths dictionary (comes in pamphlet form) by Peter Robson £2.95 from Newby books is recommended.

Useful email/www addresses for Maths teachers

dfes@prdog.uk.com Tel 0845 60 555 60 to ask for Guidance to support pupils with dyslexia and dyscalculia; www.flexitable.co.uk

The National Numeracy Strategy: dfee@prdogsp.uk.com Tel 0845 6022260
Numeracy Matters from the dfes (the preliminary report of the numeracy task force).

Two considerations that can make a huge difference to a dyslexic

✓ 1 Eye Q (contains Omega 3 and 6). Improves the condition of developmental (not necessarily acquired) dyslexia (~~dyslexia~~ *acquired through injury to the head* *acquired dyslexia results from head injury*)

Omega 3 and 6 enable the body to build up the long chain fatty acids it needs to contribute to the insulation of the myelene sheeth around the sensory nerves leading from receptors such as eyes, ears and the skin to the brain. The dyslexic who has inherited their condition (ie most dyslexics) have depleted long chain fatty acids and report benefits very quickly after taking this. Professor Stein, a noted Oxford dyslexia researcher, doesn't begin research on subjects until they are all taking Eye Q regularly (available from Boots in capsule or liquid form). He has said (to groups of people that included me) in conferences that this is the best source.

2 A gluten-free diet (improves dyslexia significantly in many cases)

✓ There is evidence to suggest that certain dyslexics are able to function significantly more efficiently as a result of a wheat-free diet (results can be seen within a month). Newspaper accounts of one dyslexia boarding school in particular: Nunnykirk school in Northumberland a school who put pupils on a wheat-free diet show reading ages rising by as much as three years in some pupils in a few months. The thinking of Norwegian and Australian scientists who have been researching links between autism and dyslexia and wheat and dairy products is that there are children whose system can not handle gluten; the result being similar symptoms to either autism or dyslexia. Both types of children (children who manifest autistic-type symptoms and children who manifest dyslexic-type symptoms) have a "leaky gut" or damaged intestinal walls. As a result, proteins are not digested (in younger children the same happens with milk proteins), and instead of being broken down effectively, short-chain amino acids are "...dumped in the urine with some crossing into the brain and interfering with transmission" (The Times Saturday June 12 2004 p6). NB Nunnykirk school also attributed its outstanding results to fish oils (eg Eye Q) and brain games. I was surprised they did not include phonological awareness training in their list. It should be high on any list although 5-10 minutes a day is all that's needed.

Statementing

Statementing a dyslexic child remains, in today's climate, of vital importance. I recommended to Haringey's LEA that, instead of statementing the huge number of dyslexics in its schools (far more than the original 5% estimate) that a system be brought in whereby all dyslexics are registered centrally and treated to the very best support with all the money they had saved the borough. [Obviously, any dyslexic going out-of-borough would still need a statement]. This would save the £360 some parents appear to be paying to the Dyslexia Institute for a written diagnosis and the further costs of an educational psychologist (who, I understand from one secondary school, are only paid to give seven hours' support per term). If this can't be done and there isn't the time or money to statement a dyslexic child, I would recommend that the primary SENCO obtain a written acknowledgement from the secondary SENCO that the child in question will be given whatever support is available. I have noticed that some dyslexic children who receive help at primary level are not "picked up" at secondary level until around half way through year 10, at which point it is usually too late even to arrange for them to be given extra time in their GCSEs (if they have been entered for any). It would also help if all dyslexics in Haringey were given opportunities to meet each other at least once a term to celebrate their strengths as well as think together about how best to cope with their weaknesses (see [www.Xtraordinary people](http://www.Xtraordinarypeople.com) for examples of famous dyslexics (Jamie Oliver is one). They have been campaigning, recently, to persuade the Government to arrange for trainee teachers to be taught how to recognise and deal with dyslexia. I can confirm (because some of my dyslexic students were on this year's PGCE course as run by Middlesex University) that this year's batch of Middlesex teachers will know nothing about how to recognise or deal with dyslexia.

Ways to get things done if they're going to cost more than the extremely cheap options listed above

1. Ask one or more of Haringey's Education Councillors

george.meehan@haringey.gov.uk Executive Member for Children's Services (Woodside Ward) 020 8489 2966 (Support Office); liz.santry@haringry.gov.uk Deputy Executive Member for Children's Services (White Hart Lane Ward) 07792437544; bob.harris@haringey.gov.uk (Scrutiny Lead on Children's Services)


2. Ask Lyn Featherstone

featherstone@parliament.uk . She is also on:
l_featherstone@cix.compulink.co.uk

**Report compiled by Esther de Burgh-Thomas, BA, PGCE,
Dip.Psych; Certificate in the Diagnostic Assessment and**

Management of Literacy Difficulties (UCL); Certificate in Adult Dyslexia Support (Southbank University); Certificate for Teachers of Learners with Specific Learning Difficulties (OCR 1997); Phonographix (one-week course); Arrow (one-week course). Esther has worked with dyslexics of all ages in schools (both when she worked with Penny Tolson, primary SENCO and writer, and when she worked as a secondary school SENCO). She has also worked as a dyslexia tutor and diagnostician in FE colleges and (as now) universities. Former part-time Locum Education Officer for Haringey, Esther works as a writer, consultant, dyslexia diagnostician and tutor to dyslexics of all ages.

I am always glad of the chance to offer free advice, preferably by email: e.deburgh@virgin.net – or to answer questions over the phone: ~~0784 284 9999~~ or ~~0203 881 4574~~. I am unlikely to be very available after 22 July.

A large, stylized handwritten signature in black ink, likely belonging to Esther Deburgh, is written across the middle of the page. The signature is fluid and cursive, with a long horizontal line extending to the right.