

Additional information provided by the petitioner – ENGLISH (Welsh below)

Further details:

We have made many applications to the Welsh Assembly Government for funding to allow us to take forward our work of developing resources and screening tests in Welsh. However, the Minister's response has been that funding is unavailable.

Recommendation 8 of the report that was published in July 2008, which was accepted by the Minister, states that: 'screening, assessment and support for dyslexia should be equally available in both Welsh and English, and that the Welsh Assembly Government should make additional resources available to meet the demand.'

Recommendation 2 (also accepted by the Minister) states that: 'The Committee recommends that dyslexia screening tests in both English and Welsh are available to all children at the beginning of Year 2 who are identified as having greater reading, spelling or writing difficulties compared to their peers. This must be followed by additional support and appropriate intervention by the end of the Christmas Term in Year 2 for those children who are identified as being at risk of dyslexia by the screening tests.'

Without Welsh-language resources, schools will be unable to meet the requirements of recommendation 2.

Recommendation 6 of the follow-up report published in October 2009 states that: 'we [the Committee] recommend that the Welsh Government should fund the Welsh Dyslexia Project to run a free helpline for users in Wales, in both the Welsh and English languages.'

It should be noted that the Minister for Children, Education, Lifelong Learning and Skills at the time, Jane Hutt AM, stated that £2 million is available for dyslexia in Wales, with £118,000 of this amount set aside for a literature review and to define dyslexia.

Dyslexia Wales proposes that the Government should agree to fund the organisation with these monies. Without this funding, there will be no equality between the provision that is already available in English and the resources that are needed in Welsh.

Gwybodaeth Ychwanegol gan y Deisebydd - Cymraeg

Manylion pellach:

Rydym wedi cysylltu a gwneud amryw o geisiadau i Lywodraeth Cynulliad Cymru am arian i'n galluogi i fynd ymlaen a'r gwaith o ddatblygu adnoddau a phrawf sgrinio yn y Gymraeg ond ymateb y Gweinidog yw nad oes yna gyllid ar gael i ariannu hyn.

Mae argymhelliad 8-yn yr adroddiad o Gorffennaf 2008 (a dderbyniwyd gan y Gweinidog) yn dweud: 'Dylai profion sgrinio, asesu a chymorth fod ar gael yn Gymraeg ac yn y Saesneg mewn modd cyfartal ac y dylai Llywodraeth Cynulliad Cymru sicrhau bod adnoddau ychwanegol ar gael i ateb y galw.'

Dywed argymhelliad 2 (a derbyniwyd gan y Gweinidog): 'Mae'r Pwyllgor yn argymhell bod profion sgrinio ar gyfer dyslecsia ar gael yn Gymraeg ac yn Saesneg i bob plentyn ar ddechrau Blwyddyn 2 os yw'r athro neu'r athrawes yn nodi bod gan y plentyn hwnnw fwy o anawsterau darllen, sillafu neu ysgrifennu na'i gyfoedion. Wedi hyn, rhaid sicrhau cymorth ychwanegol ac ymyrraeth briodol ar gyfer y plant hynny y mae'r profion sgrinio'n dangos y gallent fod yn ddyslecsig erbyn diwedd tymor y Nadolig ym Mlwyddyn 2.'

Heb yr adnoddau Cymraeg, ni fedr ysgolion gario allan gofynion argymhelliad rhif 2 uchod.

Mae argymhelliad 6 yr adroddiad dilynol a gyhoeddwyd fis Hydref 2009, yn dweud: 'Rydym yn argymhell y dylai Llywodraeth Cymru ariannu Prosiect Dyslecsia Cymru i gynnal llinell gymorth ddwyieithog am ddim i ddefnyddwyr yng Nghymru.'

Dylid nodi bod Jane Hutt AC, y Gweinidog dros Blant, Addysg, Dysgu Gydol Oes a Sgiliau ar y pryd wedi dweud bod £2 filiwn ar gael yng Nghymru ar gyfer dyslecsia, gyda £118,000 o'r swm wedi ei neilltuo ar gyfer arolwg llenyddiaeth a diffinio dyslecsia.

Dywed Dyslecsia Cymru y dylai'r Llywodraeth gytuno rhoi grant i'r mudiad allan o'r swm hyn. Heblaw hyn--nid oes cydraddoldeb yn mynd i fod rhwng y ddarpariaeth sydd ar gael yn barod yn y Saesneg, a'r hyn sydd ei angen yn y Gymraeg.

AM

Response from Minister for CELL

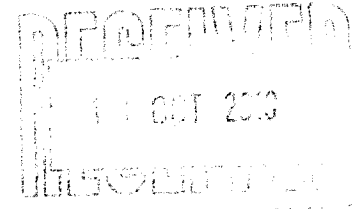
Leighton Andrews AC/AM
Y Gweinidog dros Blant, Addysg & Dysgu Gydol Oes
Minister for Children, Education & Lifelong Learning



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Eich cyf/Your ref P-03-298
Ein cyf/Our ref LA/02662/10

Christine Chapman AM
Chair
Petitions Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA



6 October 2010

Dear Leighton,

Thank you for your letter of 21 September 2010 bringing to my attention the petition submitted by Dyslexia Wales with regard to financing the provision of Welsh language resources for people with dyslexia.

The Welsh Assembly Government is committed to providing all children and young people in Wales with a comprehensive education in order to reach their full potential. We recognise the need to ensure appropriate provision is made available through our education system that caters for some of our more vulnerable children and young people, including those who have dyslexia.

In response to some of the recommendations of the 'Support for people with Dyslexia in Wales' Committee report of 2008 and the follow up report of 2009, the Welsh Assembly Government commissioned the development of a research exercise into Specific Learning Difficulties (SpLD), that includes specifically dyslexia. A total of £118,000 over 2 years (2009-2011) has been allocated to two major projects. The first was to conduct a Literature Review on current practices in Wales and beyond. The second was to undertake an auditing and benchmarking exercise of effective practice, with guidance and examples of best practice, and research into different approaches, for all stakeholders. The information gathered will inform future work and funding requirements on research into interventions and approaches as recommended by the Committee.

The Welsh Assembly Government has also commissioned work to produce Welsh medium testing tools for children with additional learning needs (ALN). A total of £90,000 has been awarded to Bangor University to further develop Standardised Measures for the assessment of Welsh bilingual children. The three year programme, from 2009, covers the development of Welsh assessment tools for the 11-15 and 2 to 7 age ranges; the profiling of children with different conditions, such as language disorders, within those tests; and the structuring of any adaptations to material that maybe required in the future.

Bae Caerdydd • Cardiff Bay
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CF99 1NA

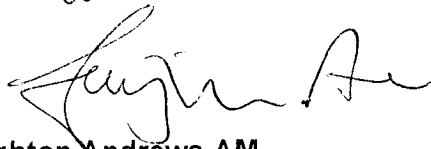
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Wedi'i argraffu ar bapur wedi'i ailgylchu (100%)

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This follows previous funding of £90,000, over 3 years from 2005, made available to Bangor University to develop Welsh specific resources. This was ground breaking work in the development of normal Welsh language assessment tests in speech, language and verbal reasoning skills which are Welsh language specific and not merely a translation of English materials. Our latest allocation of funding will build on the work already completed.

I am aware of funding proposals from Dyslexia Wales with regard to developing further resources in Wales. My officials are due to meet with the trustees of Dyslexia Wales on 8 October 2010 and will report back to me with any actions.

Yours sincerely


Leighton Andrews AM
Minister for Children, Education & Lifelong Learning

Letter from petitioner (Transcribed)

Dyslecsia Cymru / Wales Dyslexia
Llysteifi,
Llechryd,
Cardigan
SA43 2NX
13.12.2010

Mrs Christine Chapman AM
Chairman. Petitions Committee,
National Assembly for Wales
Cardiff Bay
CF99 1NA

Your Reference: P-03-298

Dear Mrs Chapman,

With reference to your letter of 22 November 2010 I would like to provide the following information, as well as our point of view regarding our request for funding for the provision of Welsh language resources for people with dyslexia in Wales.

The Dyslexia Report (2008) and the follow up report of 2009, places emphasis on the fact that there are few resources in Welsh for pupils, young children, and schools. The report also points out that whereas there are screening tests available in English, and used by some school's LEA's, there are no standardised tests for the screening of pupils in the Welsh language.

There is certainly inequality of provision in Wales, and bearing in mind the fact that Jane Davidson AM (when she was Minister for Education) stated in writing that the provision for Welsh Special Educational Needs, comes under the aegis of the Welsh Language Act, and Iaith Pawb, we believe that the Welsh Assembly Government is not complying with the Act, by not providing us with funding to address the development of Welsh language resources

- (a) Screening Test 6.5 years old to 11.5
- (b) Teaching and Learning resources
- (c) Funding to continue our Bilingual Telephone Helpline

The above were also included in the recommendations of the NAW. Dyslexia Reports, - which were accepted by Jane Hutt AM (when Minister for Lifelong Learning, Children, Skills). We are therefore shocked to find out that the total expenditure as part of the commissioned reports, totals £118000.00 and has only covered cost of literature review of dyslexia definitions etc (which is an academic document, - not a protocol document which schools will be able to use to find about examples of good practice within LEA's and schools, and a Benchmarking exercise undertaken by an External Reference Group of academics, where they interviewed and collected information regarding provision, support etc in Welsh Primary schools.

Bearing in mind that decisions as to how to support the dyslexia in Wales is the responsibility of the schools themselves at School Action, or School Action and the Welsh Assembly Government cannot force schools to implement any of the strategies, but only offer advice.

The present Minister for Children, Education and Lifelong Learning – Mr Leighton Andrews AM in his letter of 6th October 2010 confirms the total expenditure above as the correct figure.

Further to this, we have been informed by an officer of DCELLS, Mr Paul Jones in his e-mail of 17th November 2010 to me, state 'There is no further funding allocated to dyslexia, distinct from the money that has already been commissioned for the research that is currently being undertaken, namely the literature review and benchmarking exercise.'

I have marked the quote from Mr Jones, as NOTE 1, in the attached bundle of e-mails.

However, it is more of a shock that Mr Jones in his e-mail to me of December 1st (which I have marked as NOTE 2) that he denies that he has said above. He says in his denial that 'Nowhere did my e-mail suggest that there was no funding to address the committee's recommendations in respect of dyslexia'.

My trustees are concerned that if there is no funding available, what happens to the 8 other recommendations from the committee and Welsh language provision.

Where does the officers action stand as far as the Equality Rights of the Welsh Language?

English has been addressed existing resources, developed by publishers in England, who are not able to commit themselves to Welsh language development in view of the low size of the market (e.g. schools, to generate income).

Mr Andrews also mentions that funding has been allocated to Bangor University to develop assessment tests. However, these tests address the issue of speech and language (verbal/oral) difficulties, and not dyslexia. In any case the tests they are developing does not give provision for the 6.5 to 11.5 year group which the Dyslexia report wants the Welsh Screening Test developed for, and is in their list of recommendations.

Therefore pupils in years 2-7 who express a request to be screened in Welsh, Under the Code of Practice, cannot be provided for.

The Committee Report recommends screening for dyslexia be undertaken in the first term of year 2, with support where required be implemented by the Christmas of year 2.

As these pupils receive their teaching as part of the Foundation Stage, and through the medium of Welsh, there is little point in screening pupils at risk in English as they have no knowledge or understanding of the structure of the English language and have also not been taught English spelling patterns or reading, as well as the English vocabulary.

This is therefore one of the reasons why Dyslexia Cymru has offered to WAG that we are prepared to develop the new Welsh Language Screening Test and have enrolled the support of Professor Angela Fawcett (Director, Centre for Child research, Swansea University) to lead a Development Working Party.

Angela Fawcett was one of the developers of the Dyslexia Screening Tests – Junior, Secondary and Adult, and she is prepared to act as Lead Manager.

We will also have other Welsh language Dyslexia professionals – teachers in post or retired, holders of AMBDA and Additional Educational Needs Teachers or Advisory Teachers to oversee the development and monitor changes, adaptations etc.

I should mention that this will not be a translation of the English test, but one testing the Welsh language structure into consideration.

The total cost of development is in the region of £10000.00 from start to finish, and we cannot understand why WAG is going against recommendations of their Dyslexia Rapporteur Group in not taking the provision forward.

My Trustees have decided that if the WAG refuses funding, we will try and raise the funding ourselves, through general appeal, and applications to other trusts and charities.

Indeed, so far, we have raised £2400 which will enable Stage 1 = the writing and development of the test and teacher manual to move forward.

We are now working towards the £1120 for stage 2 – which is going into schools across Wales to collect data for norms.

The final stage of escalating the date and creating standardised, normal scores will be carried out by Angela Fawcett and her colleague from University of Sheffield, Rod Nicholson.

Another Welsh language resource that is needed, and for which we are trying to raise funds for its development, is a Welsh Language Phonics Based Teaching Scheme – which can be used from start of Foundation stage, and assist initially all pupils who find difficulty with Welsh reading and spelling.

The package (stage 1) will include –

- Initial assessment
- Introductions for teachers on implementation of stage 1 (plus training)
- Word building
- Spelling
- Reading of sentences
- A series of 12 – 15 Reading (coloured books) structurally based.
- CD of multi-sensory activities based on the Welsh alphabet.
- CD of songs associated with Welsh alphabet.

Total cost estimated: £5500

By having just the two resources mentioned, developed schools in Wales will have a screening package and a support package, which can be used by trained class teachers or SENCO's – thus enabling earlier (and cheaper intervention) support to be provided without having to wait up to 6 months for a formal or statutory assessment by an Educational Psychologist, in Welsh.

Our aim is to have both resources developed and ready for use by schools in the Autumn 2011 / Term.

In closing, I would mention that the Minister in an e-mail to us, states that (06/10/2010) he is awaiting a report back from his officers on funding resources, - following the meeting with our Trustees in Carmarthen on 08/10/10 together with any actions.

We have not heard anything further from WAG or DCELLS regarding the above.

My apologies for such a lengthy letter, but we feel that we should make our aims and objectives clear, and that for a low financial outlay, some of the Committee's recommendations can be addressed.

Yours sincerely,

Michael Davies
(Trustee and Chief Executive)

Facts ~~for meeting with Children's Commission~~ Dyslexia Cymru / Welsh Dyslexia.

- 10% of the population is dyslexic , 5% severely dyslexic.
- Iaithpawb -commitment by WAG to make Wales a genuinely bilingual society
- Welsh SEN comes under the Welsh language act (letter from Jane ~~Hart~~, WAG reports of 2008 and of 2009)
- As such it has equal status with English (Welsh Language Act says that there should be equality in the 2 languages, and parents of children with additional learning needs should have choice of language for assessment etc.)

However in practice there are many inequalities with resultant unfair impact on welsh speaking (and those English speakers learning through medium of welsh) children including

- Lack of screening tests to allow early identification of, and hence intervention for pupils being educated through the medium of welsh (in some counties almost all their primary age pupils) There is screening and there are resources in English .
- Lack of resources in welsh for teaching dyslexic children
- Lack of welsh advice for parents -both in terms of understanding the welsh educational system (very different now to the English) and of understanding the extra dimension that bilingualism involves.
- Lack of early support in Welsh leads to lack of achievement or underachievement many Welsh dyslexics go through educational system frustrated by their inexplicable failures (resulting often in behavioural difficulties and possibly long term life of crime
- Failures may not appear until in employment or in higher education - but in all events are very wasteful of human potential.

Some, recent, historical developments and promises

- Both 2008 and 2009 enterprise and learning committee reports commended Dyslexia Cymru/ Wales Dyslexia as partners
- Identified need for bilingual helpline such as one which at £1,200 per annum we have scraped together grants so that we can run this with volunteers
- Identified general welsh medium needs in education especially including lack of resources
- Identified need for a teacher with specialist knowledge for teaching dyslexics in all schools - a training issue they would address

Funding issues

- UK government funds BDA help-line (£150,000 per annum) and other BDA projects eg development of courses for teachers
- UK government also funds Dyslexia Action -a private company

- WAG has funded a benchmarking exercise and literature review in Wales (which makes the point of how little is known about and available in welsh) -£118,000 but has indicated little intention of progressing beyond this academic exercise.
- WAG is also funding the development by Bangor University of an early years Speech and Language Screening test which is NOT dyslexic specific and does not address the age group 6.5 -10 years -the very group that needs screening so that intervention can be in place in year 2

We are asking again for parity in wales (see enterprise and learning recommendation)

- that our bilingual Free phone help line be funded by Welsh assembly gvt . (Cost likely to be in region of £1200 annually - a paltry sum compared to what bda gets from uk government !)
- This is a major advice resource which is used by parents who struggle to address their child's needs in the home and help with school work .
- and that we have help developing resources and screening test (both projects well underway and therefore requiring relatively minimal funding)

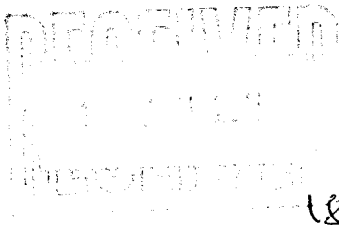
Leighton Andrews AC/AM
Y Gweinidog dros Blant, Addysg & Dysgu Gydol Oes
Minister for Children, Education & Lifelong Learning



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Eich cyf/Your ref P-03-298
Ein cyf/Our ref LA/03143/10

Christine Chapman AM
Chair - Petitions Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA



December 2010

Dear Chris,

Thank you for your letter of 22 November seeking an update regarding my officials' meeting with Dyslexia Wales and, in particular, actions that were agreed in relation to the provision of Welsh language dyslexia resources.

My officials met representatives of Dyslexia Wales on 8 October 2010 to discuss their funding proposals to develop further resources in Wales and to provide an update to the work that the Welsh Assembly Government is undertaking in the field of Specific Learning Difficulties (SpLD), which includes dyslexia.

A number of actions were agreed and have been followed up. One of these was for my officials to make contact Dyslexia Action to obtain a better understanding of what their bilingual helpline provides. They established that Dyslexia Action have bilingual provision available both in writing and via their telephone helpline. Dyslexia Action have confirmed that they have employed a Welsh speaker, who is able to take calls from Welsh speakers. This service is available during the working week and at times where calls cannot be answered, advisors answer messages left by the public as soon as possible. Dyslexia Action also confirmed that they have Welsh leaflets available at their centre and they hope that in the future they can offer more resources in the Welsh language. I would encourage Dyslexia Wales to work closely with Dyslexia Action with this bilingual service.

My officials have had continued dialogue with Dyslexia Wales since their meeting and have reiterated what the Deputy Minister for Children suggested in his meeting with Linda Grace, a Trustee of Dyslexia Wales, on 4 October 2010. That suggestion was that Dyslexia Wales should explore the option of working with Meic, the Assembly Government's helpline service for children and young people up to the age of 25 in Wales, to investigate whether the provision of bilingual advice on dyslexia can be made available further. I support this suggestion.

My officials also indicated that they would be meeting staff of Bangor University to seek a detailed update on the work we have commissioned to produce Welsh medium testing tools for children with additional learning needs (ALN).

The material that is being produced by Bangor University will act as a baseline to help to identify whether a child or young person has dyslexia. It is not specifically a dyslexia screening tool but an initial language tool, intended to pick up a variety of speech and language difficulties, including dyslexia. Arrangements for the meeting are in hand.

As you may be aware, my Department is currently looking at provision for learners with ALN as part of its statutory reform agenda. My officials explained in more detail about this ambitious piece of work during the meeting with Dyslexia Wales. I am concerned to develop whole school approaches to meeting the needs of all learners. Dyslexia is a complex learning need in that it is often accompanied by a number of other learning difficulties, such as dyspraxia or attention deficit. It is important that we have in place a tiered system of diagnosis for these needs, so that class teachers as well as specialist teachers are able to address the range of difficulties the learner may be experiencing. There is a risk that in focusing on one need, it is possible to miss others, which may, in fact, be more detrimental to the learners' progress.

I would wish to assure the Petitions Committee that we are fully committed to providing a Welsh language dyslexia screening tool, but this must be developed within the context of our wider approaches to meeting individual learner needs.

I hope that this update is useful to you.

*Yours sincerely
Leighton Andrews*

Leighton Andrews AM
Minister for Children, Education & Lifelong Learning

Response from the petitioner

Dysleccia Cymru /Wales Dyslexia.

Reg Charity Number:1086865

2nd February 2011.

Dear M/s Chapman,

Funding Dysleccia Cymru to develop resources and screening test in Welsh for the dyslexic.

Please find below our comments and observations on the Minister's letter in connection with our request for funding, to address needs and recommendations already APPROVED BY THE ENTERPRISE AND Learning Committee and accepted by the former Minister-M/s JaneHutt.

The Welsh language is an official language here in Wales and as such has parity with English in all areas including Additional Learning Needs (as confirmed in a former Minister for Education and Learning at the Welsh Assembly Government -Jane Davidson in a written answer to a Written question from Janet Ryder A M.(a member of the Enterprise and Learning Committee in 2004,) that Welsh language tests must be made available to comply with the requirements of the Welsh language Act.

However, currently there is not parity within SEN / ALN, and particularly there is unlikely to be parity in the near future in the field of Dyslexia despite the recommendations of the 'rapporteur' group from the Enterprise and Learning Committee 'accepted by the committee, "Support for People with Dyslexia in Wales" published in July 2008, and the follow up report of October 2009-especially as far as it relates to Welsh language resources.

a): (see recommendation 2 of the2008 report-accepted by the Minister). ,

b):recommendation 8 re support equally in both Welsh and English and that the Welsh Government should make additional resources available to meet the demand.

c):2009 Follow up report: Page 5.Para 10 states: "We recommend that the Welsh Government redress issues of lack of provision and lack of affordability for Welsh language Dyslexia Training for school staff".

Para 11:Support for parents, teachers and pupils:

"We recommend that the Welsh government should fund the Welsh Dyslexia Project to run a free helpline for users in Wales, in both the Welsh and English languages.

All experts are agreed , and this has been supported both by UK government and the Welsh Assembly Government, that any intervention for learning difficulties such as Dyslexia should have commenced by year 2.

This is for maximum effect and to mitigate feelings of failure, with concomitant low self esteem and possible behavioural difficulties which may *in extremis* lead to prison sentences and certainly results in a loss of potential in the workforce. This affects some 10% of the population with 5% being severely dyslexic, by no means an insignificant section of the population as a whole.

Currently dyslexic children learning through the medium of Welsh are actively disadvantaged by the lack of early identification and intervention using a Welsh language screening test and resources.

The Welsh language tests which Bangor University are working towards are not claimed by them to identify dyslexia but rather more general speech and language problems.(as confirmed by the Minister. Mr Leighton Andrews A M).

Whilst this test may pick up some dyslexics it will also miss some and does not have the internationally proven track record of the Dyslexia Screening Test (Junior) developed by Nicholson and Fawcett.

Mystifying is the absence of any development of a Welsh language test being produced under the auspices of and with funding from the WAG covering school years 2-7-- the very years when all have agreed it is vital to have started intervention from an informed base such as that provided by the DST. These are the very school years that the DST junior, for which we have asked for funding towards, not the total funding, addresses. The total cost of development is in the region of £8500 including standardisation and norming, of which we have already found through our own fund raising appeals a total of £4000. We are therefore only asking WAG for £4500 to complete a recommendation accepted by the Minister.

The evidence for co-morbidity of various other learning difficulties such as Dyspraxia, ASD, ADHD and Dyslexia is well established, equally well established is that intervention following a 'dyslexic intervention program' (these 'programs are always tailored by good teachers to the individual child's needs) is successful with children having any combination of these difficulties. What is not established is that the speech and language assessment being developed by Bangor University for very young children will pick up and distinguish these conditions any more readily than it will pick up dyslexia . We should point out that the Speech and language tests being developed by Bangor DO NOT COVER THE AGE GROUP FOR WHICH THE DYSLEXIA SCREENING TEST IN WELSH has been recommended. i.e: from end of year 2 to start of Year 7 (6.5 to 11.5 years of age).

While we recognise the expertise of Bangor University and welcome the work that they are contributing, we note that they do not cover the age range 6.5-11.5 which is covered by the DST-J, in line with the recommendations the WAG made for testing in year 2 in Welsh. We are very proud to report that we have already set up a working group who have established the appropriate stimuli for the Welsh test, based on the rationale of the English test and tailored specifically for the Welsh language

At our meeting with WAG DCELLS officers in Carmarthen on October 8th 2010 :-

I reiterated that currently there is no screening test available in Welsh for dyslexia, particularly for the ages 6-11. I asked whether the Welsh Assembly Government would be prepared to fund our request for funding to produce this. I added, that IF NOT, WOULD THE Welsh Assembly Government be prepared to work with Dyslecsia Cymru.

Richard Mathews (DCELLS) stated, and is in the minutes of the meeting—that “He could not rule out funding or working with Dyslecsia Cymru but did suggest that the WAG is moving the ALN agenda in none direction and piecemeal change did not fit with this approach.

RM added “that WAG would help Dyslecsia Cymru as much as possible, when appropriate..”

AS YET--DYSLECSIA CYMRU HAS HAD NO RESPONSE REGARDING RICHARD MATHEWS comments above. !~!!

A separate issue is the need for the development of further Welsh language resources and the inclusion of dyslexia as a topic in initial teacher training as well as in service training of teachers to intervene actively with dyslexic children.

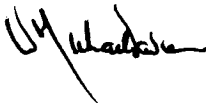
Dyslecsia Cymru is already prepared and willing—having already set up various working parties, to work with LEA's, Trinity Saint David University College and experts in development and teaching of Welsh reading and spelling, to undertake the development of both a Phonics structured teaching program for schools (which will help dyslexics AS WELL as others struggling with reading and spelling) –with one specific program being for Secondary schools and another for Primary.

The Secondary one is completed, and INSET training for teachers etc can be arranged,. We have funded the complete development ourselves.

On the Primary school program, the capital cost is £5000 and we are seeking funding for this from WAG, as part of the funding which we understand has been earmarked for dyslexia in Wales.

I hope that this clarifies the situation as we see it, and that the Petitions Committee should ask the Welsh Assembly Government to live up to its promise of equality of language and provision for the Welsh language (Welsh Language Act and Iaith Pawb) and the Welsh dyslexic.

Yours sincerely,



W Michael Davies

Trustee and Chief Executive (voluntary role).

M/s C Chapman.

Chairman-Petitions Committee.

National Assembly for Wales.

CARDIFF.

atod i:- Michael Davies
Prif Weithredur

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11. 2. 2011

Amwyll Rhodri.

E dderisob - Dysleccia Cymru. P-03-298

Yn dilyn ein sgurs yn gynharach yn yr wythnos, angaeaf
mwy o dystiolaeth yr hoktan'r elusen eu gyflwyno yn
ysgubenedig i'r Pwyllgor Dderisobau.

Y mae un dogfen yn gopi o ymateb y Gweinidog Adlysg,
Sgiliau a Dysgu gyda oes - Jane Davidson. A.C. i gwestion
a ofynnwyd gan Janet Ryder A.C. (17/5/2006) ynghyd â
dalpariaeth arosu yn y Gymraeg ar gyfer dysleccia.
Fel y nodir, mae y Gweinidog yn canabwyntio ar y ffarth
bod cysondeb rhwng y Gymraeg a Saerueg, i fod yn nod
gofynnio y Ddeddf Iaith Gymraeg 1993, ynghyd â gwasanaethau
a dalpariaeth Adlysgiedd. Mae hi hofyt yn son am atgyfwrthiad
o hyn yn "Iaith Pawb" - sydd yn cytuno bod hawlau plant (e hieni)
sydd ag Anafder Dysgu ychwanegol yn yr iaith o'i deuis.
Nid ydych chi sbwynt yr Adran DCORUS a llywodraeth Cymru
yn ymateb ar hyn o bryd yn y modd y maent yn ymateb i'n
cais am gyllid i ddatblygu profion ac atrolau Cymraeg, ac
angymriadan yn yr Adlysgiedd ar dysleccia yng Nghymru (2008 a
2009) yn gydymffurfio a hyn a nodir gan Jane Davidson. A.C.



Tybet felly, a yd y sefbynt sydd yn cael eu gymryd,
yn tolli delft guleid?

amgareaf helyd, gofian a ddon e bost a dderbyniwyd
gennyng oddiwlth thensi yn ymneud a diffng dalpariaeth
Gymraeg ar gyfer Dyulecsia.

Rwy'n sicr nad yd hyn yn rhyubeth mae y Cynullid
Cenedlaethol a'r Pwyllgor Meistr ac Adlysg yn ei
gydnobod, ac yn hollt dlyued adroddidan tebyg am
y' hyn sydd yn delyddt medu aurdodolau.

Mae y ddon thient - oherdyd eu bod yn gyfbot
bod y llythyrn e-bost yn mynt, fod ar gael ar drefn
y Cynullid a'r llywodraeth am i'u hensau a cyferied
i fod ar gael i'r cyhoedd, rhag ofn y bydd ymotib
yn erbyn eu plant, na yn yr ysgol neu gan yr aurdodolau
adlysg plotta.

A unwech chi gadarnhau derbyn yr oherbiaeth hyn, fel y
mestaf gadw copi ar y ffol, ac edrychaf ymlen
at glyued y drakodaeth ac ymotebion y Jwsnidog ac
Ectynglyn a'r sefyllfa Walthur a'r modd y mae y
Gymraeg yn cael eu thrin.

yn ddiffnawt.

Michael Davies (Prif Weithredur - Sijdd Sir Fodhol)

MR. Rhodri Wyn Jones

Pwyllgor Deisebau

Adran Pwyllgorau'r Cynullid

Cynullid Cenedlaethol Cymru

**WRITTEN ASSEMBLY QUESTION
TABLED ON 17 MAY 2006
FOR ANSWER BY THE MINISTER FOR EDUCATION, LIFELONG
LEARNING AND SKILLS
ON 24 MAY 2006**

Janet Ryder (North Wales): Following the transfer of responsibility from DFES to the Minister: a) how does the Minister intend to redraw guidelines for the assessment of students with a disability to ensure students will be assessed through the medium of Welsh if they so wish, and b) what assessment has the Minister made of the need to develop suitable material and suitably qualified staff to enable assessment of students with a disability in Welsh. (WAQ46958)

Jane Davidson:

The Welsh Language Act 1993 requires that the Welsh and English languages should be treated equally in relation to the provision of services to the public in Wales. In their dealings with children and their parents all statutory bodies must fulfil any requirements imposed on them by the Act, and adhere to the policies contained in their Welsh Language Schemes and Welsh Education Schemes. This is further reinforced by 'Iaith Pawb' our National Action Plan for a Bilingual Wales (2003) which acknowledges the right of pupils and parents of pupils with additional learning needs to receive educational provision in the language of their choice.

LEAs must have regard to meeting the needs of pupils with SEN in accordance with parental preference for Welsh medium or English medium education and educational support provision. Parents who wish their children

Page 2 of
Jane Davidson Reply
to Janet Ryher 24/11/2006

to receive their education through the medium of Welsh have the right to express their preference under the Education Act 1996. LEAs and Governing Bodies are under a duty to have regard to any preference expressed by parents. When assessing a child's needs it is appropriate to assess the child in the preferred language of either English or Welsh, and steps should be taken to ensure that all those involved in this process are made aware of the pupil's language needs.

The SEN Code of Practice gives clear guidance on provision and services which should be available in the Welsh language or bilingually. Statutory advice from the Welsh Language Board has been provided to local education authorities to this effect.

In 2002 the Welsh Assembly Government and the Welsh Language Board jointly commissioned Bangor University to conduct extensive research into Welsh Medium and bi-lingual education for children and young people with additional learning needs. The results of this research was published in the "Acknowledging Need" report which sets out a number of recommendations to improve Welsh Medium and bi-lingual education for children and young people.

Part 1 of ELL Committee Policy Review of SEN which considered early Identification and Intervention recommends that we publish a timetable for implementing the recommendations of the 'Acknowledging Need' report. The Action Plan to take forward the recommendations of Acknowledging Need has now been produced and published on www.learning.wales.gov.uk.

For the period 2003-05 the Welsh Assembly Government has provided a total of £16,000 to Swansea LEA for the translation of the "All Wales Reading Test" and the production of a corpus of Welsh medium texts (launched in February 2005). We are currently funding further work by the All Wales Reading Group in adapting the reading tests for use by partially sighted pupils. These materials are available to all LEAs in Wales.

Page 3
Jan Dalrymple

In September 2005 a Welsh Language adviser was seconded to the Assembly for a term to undertake a scoping exercise of all available bi-lingual SEN resources across Wales. It is hoped that materials will now be made available to teachers and support staff through the National Grid for Learning website to enable teachers and practitioners to share resources.

Finally, we have recently made available £90,000 over 3 years for the development of Welsh specific resources by the School of Psychology at Bangor University. This is ground breaking work in the development of Welsh language assessment tests in speech, language and verbal reasoning skills which are language specific not merely a translation of English materials.

Dogfen ③

To: Mrs Christine Chapman.
Chairman-Petitions Committee.
National Assembly For Wales.
Cardiff Bay.
Cardiff.

3rd February 2011.

Dear Mrs Chapman.

Re e-petition number:P-03-298 –Financing Welsh language provision through Dyslecsia Cymru for people with dyslexia.

The shock announcement that 40% of children leaving Primary school are below their chronological reading age comes as no surprise to me. Welsh Medium Schools have an added difficulty of needing to address the reading of both languages. However I see NTAs given this job of hearing children read. What is needed is specially trained teachers who are able to understand the prerequisites of reading and who can work on these sub skills to move the child on. I know my own son told me his NTA had told him that she understood Welsh. She was the person he received to accelerate his Welsh reading. It obviously did not register as a concern that she was not a fluent Welsh Reader.

This unfortunately is the case. There is no specialism given to dyslexic children and the schools are employing newly qualified cheaper teachers. They are not looking for specialism or experience. When children fail to achieve to read to their chronological age they should be given more specialist teaching not less. Until all our schools in Wales recognise dyslexia as a Learning Disability then we will continue to fail these children and others who would benefit from being taught by Dyslexia friendly methods.

I welcome the DEST and the Welsh Dyslexia Screening Test (Junior) which Dyslecsia Cymru is seeking funding to develop, especially as it one of the recommendations in the Enterprise and Learning Committee's Report of 2008 and 2009—accepted by the Minister. It is long overdue. I do not feel some schools will welcome it as it will highlight deficiencies which schools have been happy to leave unaddressed. I also welcome their aim to develop a new Welsh language phonics-based Teaching program for both the Primary and Secondary school.

We need no better advocates than Prof Angela Fawcett and David Reynolds.

Bwrdd Yr Iaith and Rhieni Dros Addysg Gymraeg ought to be behind this 100%. How can anyone endorse Welsh Education without addressing this gross inequality?

From a parent of a child with dyslexia, attending Welsh medium Secondary education

Response from petitioner (ENGLISH)

Michael Davies
Chief Executive
Dyslexia Wales

Mr Rhodri Wyn Jones
Petitions Committee
Committee Service
National Assembly for Wales
Cardiff Bay
CF99 1NA

11.2.2011

Dear Rhodri,

Re. e-petition Dyslexia Wales P-03-298

Following our conversation earlier this week, I enclose further written evidence that the charity would like to present to the Petitions Committee.

One document is a copy of the response of Jane Davidson AM, the then Minister for Children, Education, Lifelong Learning and Skills, to a question asked by Janet Ryder AM (17/5/06) regarding the provision of Welsh-language dyslexia assessments.

As noted, the Minister focuses on the fact that, in line with the requirements of the Welsh Language Act 1993, there should be consistency between English and Welsh educational provision. She also says that this is reinforced by Iaith Pawb – which acknowledges the rights of children (and parents) with additional learning needs to receive provision in the language of their choice.

The present position of DCELLS or the Welsh Government in the way that they respond to our bids for funding to develop Welsh-language tests and resources, and the suggestions in the Report on Dyslexia in Wales (2008 and 2009) do not conform to what Jane Davidson AM said. Therefore, one wonders whether the present position is breaking the law.

I also enclose copies of two emails that we have received from parents in relation to the lack of Welsh-language dyslexia provision.

I am sure that this is not something that the National Assembly and the Enterprise and Learning Committee is aware of, and that you would like to hear similar reports of what goes on in other authorities.

As they know that their emails will be available on the Assembly's website and the Government's website, the two parents do not want their names and addresses to be published, for fear of reprisals against their children, either in school or by the relevant education authorities.

Will you please acknowledge receipt of this correspondence, so that I can keep it on file? I look forward to hearing the discussion and the responses of both the Minister and Estyn regarding this disgraceful situation and the way that the Welsh language is being treated.

Yours sincerely,

Michael Davies
(Chief Executive – voluntary post)

Email

10 February 2011

Dear Sir / Madam,

Would it be possible for you to send me any Welsh-language dyslexia resources?

I am a parent of a nine-year-old girl who is having a lot of difficulty with aspects of her school work. Although she has not been tested for dyslexia (it appears that there is no test available through the medium of Welsh nor are there any Welsh-speaking educational psychologists available, according to the centre in Bangor, which is a disgrace – and English as a second language is causing her problems). I am very eager to get any software or assistance that is available through the medium of Welsh. Will you please send me any information / resources / advice?

I would be grateful for any assistance.

Yours sincerely,

Christine Chapman AM
Chair
Petitions Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA

23 February 2011

Dear Ms Chapman

Thank you for your invitation to provide views to the Petition Committee on the petition 'P-03-298 Financing Welsh language provision for people with dyslexia'. In particular, you asked for Estyn's views on the support available for pupils with dyslexia, especially through the medium of Welsh.

We have considered our existing evidence base from inspection and are now able to provide you with our views. I attach a summary of relevant inspection evidence and our conclusion to inform the Petition Committee's discussions on the 15 March.

Please do not hesitate to contact us if there is anything in the attached paper that is unclear.

Yours sincerely



Ann Keane

Her Majesty's Chief Inspector of
Education and Training in Wales

Response following request for funding by Wales Dyslexia to develop resources for improving Welsh-language provision for pupils with dyslexia

Estyn was asked to provide views on a petition which called for:

“...the National Assembly for Wales to encourage the Welsh Government to fund Wales Dyslexia so that it can develop some of the resources that were recommended by the Enterprise and Learning Committee’s report, entitled Support for People with Dyslexia in Wales, which was published in July 2008, with a follow up report published in October 2009. These include a Welsh-language screening test, dedicated and appropriate Welsh-language resources and meeting the costs of the free Wales Dyslexia helpline.”

In particular, you asked for our views on the support available for pupils with dyslexia, especially through the medium of Welsh.

This response is based on reports on the provision for additional learning needs inspected during the last six-year cycle, in:

- local authority education services;
- Welsh-medium and English-medium primary schools; and
- Welsh-medium and English-medium secondary schools.

Local authorities

The capacity of local authorities, in the field of additional learning needs, to perform well and to improve performance varied significantly during the last cycle. Of the twenty-two local authorities, only a few were awarded Grade 1¹ regarding their performance at the time of the inspection and a minority were awarded Grade 1² regarding their prospects to improve performance. Around half of the authorities were given Grade 2 for existing performance and for their ability to improve performance. A minority were given Grade 3 for their performance and a few for their ability to improve. All authorities had a grade 3 or above for both indicators. Please refer table below for further details.

¹ In the last cycle, Estyn used a four-point grading scale to judge the performance of local authorities: Grade 1 – good with outstanding features; Grade 2 - good features and no important shortcomings; Grade 3 – good features outweigh shortcomings; and Grade 4 - some good features, but shortcomings in important areas.

² In the last cycle, Estyn used a 4-point grading scale to judge the prospects for improvement in local authorities inspections: Grade 1 improvement prospects are good, with significant improvements already in place; Grade 2 improvement prospects are good, with no major barriers; Grade 3 some good prospects, but barriers in important areas; Grade 4 many important barriers to improvement

Percentage of local authorities at each grade during the last inspection cycle 2006-2010 (additional learning needs)

Additional Learning Needs	Grade 1	Grade 2	Grade 3	Grade 4	Total
How good is the local authority's performance?	18%	46%	36%	0%	100%
Will the local authority's performance improve?	36%	50%	14%	0%	100%

It has not been an expectation to report specifically, during inspections, on dyslexia but an evaluation of the provision for pupils with specific learning difficulties or dyslexia has been included in many local authority reports. A minority of local authority reports mention the availability of Welsh-medium provision for pupils with dyslexia.

In five individual authorities where good provision for pupils with dyslexia was noted:

- good initiatives promoted the inclusion of pupils with special educational needs in mainstream schools, including dyslexia-friendly schooling;
- access was available to a very good range of training which included accredited courses with national bodies in specialist areas including dyslexia;
- the training and advice provided on dyslexia gave teaching staff confidence and expertise to support pupils without requesting additional advice and resources from the authority;
- developing schools' capacity to meet pupils' specific learning difficulties was having a positive impact;
- several good initiatives aimed at promoting the inclusion of pupils with special educational needs included specific learning difficulties in mainstream primary and secondary schools; and
- one authority was working in collaboration with Bangor Dyslexia Services to cater for the needs of pupils with specific learning difficulties.

In five individual authorities where we noted there was bilingual provision for pupils with dyslexia:

- good bilingual resources had been developed for pupils with learning difficulties. (The authority's Dyslexia Friendly Schools and „Catch Up“ materials were outstanding examples of work that has helped to build the capacity for mainstream schools to meet pupils' special educational needs);

- the Dyslexia Friendly School initiative within one authority had enabled both Welsh-medium and English-medium schools to train teachers and learning support staff to support pupils with specific learning difficulties;
- high-quality, bilingual, professional advice and support was available for children and young people with the full range of additional learning needs; and
- bilingual additional learning needs services and provision were available to all schools.

In three local authorities who were finding it difficult to provide Welsh-medium support for pupils with dyslexia:

- access to Welsh speaking 1:1 support and specialist advice was not always available;
- resources at each key stage could not match the specialist resources available through the medium of English; and
- an extensive range of training in the field of additional learning needs through the medium of Welsh could not be offered.

Secondary Schools

Evidence from inspection reports, for all years from 2005 – 2010, for Welsh-medium and English-medium secondary schools show that the percentages who achieved Grade 1³ for Key Question 4 and three aspects of Key Question 4 (4b, 4.10 and 4.11) were all higher in Welsh-medium schools. The percentages of schools who achieved either Grade 1 or Grade 2 for Key Question 4 and the 3 aspects were also higher in Welsh-medium schools.

Table showing the percentage of Welsh-medium and English-medium secondary schools from 2005 -2010 at each grade for key question 4 along with three aspects of key question 4.

	Grade 1 WM	Grade 1 EM	Grade 2 WM	Grade 2 EM	Grade 3 WM	Grade 3 EM	Grade 4 WM	Grade 4 EM
How well are learners cared for, guided and supported (KQ4)	69	57	27	37	4	6	0	1
The quality of provision for additional learning needs (4b)	20	16	73	65	8	18	0	1
How the school effectively diagnoses individual learning	43	33	55	64	2	3	0	0

^{3 3} In the last cycle, Estyn used a five-point grading scale to judge the performance of schools: Grade 1 – good with outstanding features; Grade 2 - good features and no important shortcomings; Grade 3 – good features outweigh shortcomings; Grade 4 - some good features, but shortcomings in important areas; and Grade 5 - many important shortcomings.

	Grade 1 WM	Grade 1 EM	Grade 2 WM	Grade 2 EM	Grade 3 WM	Grade 3 EM	Grade 4 WM	Grade 4 EM
needs (4.10)								
How the school provides additional support to meet individual needs (4.11)	57	50	39	43	4	7	0	1

WM – Welsh-medium / EM – English-medium

In three Welsh-medium secondary schools where Grade 1 had been awarded to Key Question 4 and all three aspects, individual and group support from a specialist teacher was of very good quality for learners experiencing specific learning difficulties and well-planned support and provision was based on expert analyses of pupils' individual needs.

Primary Schools

On the contrary, evidence from inspection reports, for all years from 2005 – 2010, for Welsh-medium and English-medium primary schools show that the percentages who achieved Grade 1 for Key Question 4 and three aspects of Key Question 4 were significantly lower in Welsh-medium schools. The percentages of schools who achieved either grade 1 or grade 2 for Key Question 4 and the 3 aspects were similar in Welsh-medium and English medium primary schools.

Table showing the percentage of Welsh-medium and English-medium primary schools from 2005 -2010 at each grade for key question 4 along with three aspects of key question 4.

	Grade 1 WM	Grade 1 EM	Grade 2 WM	Grade 2 EM	Grade 3 WM	Grade 3 EM	Grade 4 WM	Grade 4 EM
How well are learners cared for, guided and supported (KQ4)	38	51	58	45	4	4	0	1
The quality of provision for additional learning needs (4b)	15	29	75	61	9	9	0	1
How the school effectively diagnoses individual learning needs (4.10)	28	47	68	50	4	3	0	0
How the school provides additional support to meet individual needs (4.11)	29	47	65	46	6	7	0	1

WM – Welsh-medium / EM – English-medium

In primary schools where Grade 1 had been awarded to Key Question 4 and all the aspects the schools diagnosed and assessed pupils' needs very effectively and all support staff had received training in dyslexia.

Overall conclusions

Our previous and new inspection frameworks do not require inspectors to inspect the support available for pupils with dyslexia, through Welsh or English, as a specific line of enquiry. As such, our inspection reports only identify specific good practice or issues where inspectors feel this is noteworthy. This means that it is difficult to draw many overall conclusions from our current evidence. Estyn had proposed undertaking a remit in the next financial year about the quality of Welsh-medium support for pupils with additional learning needs in 2011-2012 but this was not supported by DCELLS.

However, the evidence we have does suggest the following conclusions.

1. A similar proportion of English-medium and Welsh-medium schools (primary and secondary) were judged to be at least good in their support for pupils with additional learning needs. Within Welsh-medium schools, the quality of support for pupils with additional learning needs is better in secondary schools than primary schools and in particular a greater proportion of secondary schools receive grade 1. The reverse is true for English-medium schools. This suggests that any additional investment in Welsh-medium support and resources to support pupils with additional learning needs should be prioritised towards primary schools.
2. There are examples of good resources, training and support, including bilingual materials, across Wales. However, there are still examples where these are not sufficient and are not equivalent to the range available in English. As such, there may be a requirement for additional investment to broaden the range of resources available.
3. In particular, a few local authorities do not have the capacity to provide the same level of training and support in relation to additional learning needs, including dyslexia, through the medium of Welsh as they do through the medium of English.
4. Through our inspections we did identify schools where teachers made very good use of the available resources, support and training to make outstanding provision for pupils with additional learning needs and specifically dyslexia through the medium of Welsh. However, there would appear to be too much inconsistency across Wales in how teachers share practice and make use of available resources. As such, there is scope to improve how well existing resources and expertise are used across Wales.