

**Daily Timetable**

Registration	9.30 – 10.30
First Presentation	10.30 – 12.00
LUNCH	12.00 – 1.00
Second Presentation	1.00 – 2.30
Refreshments	2.30 – 3.00
Workshop Sessions	3.00 – 4.30

The first and second presentations will be attended by all delegates.

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Please select one follow-up workshop relating to one of the earlier presentations

**DATES: Wednesday 8 October & Thursday 9 October 2008**  
**VENUE: The University Centre, Granta Place, Cambridge CB2 1RU**

Wednesday 8 October 2008	Thursday 9 October 2008
<p style="text-align: right;"><b>Booking Code: CAMA-1</b></p> <p><b>First Presentation 10.30 – 12.00</b> <b>“Could he be dyslexic”? - Identifying and Supporting Dyslexic Learners in the Classroom</b> <b>with Sandy Ball</b></p> <p><b>Content &amp; Purpose:</b> The morning lecture will give an overview of the main areas of the dyslexic profile and seek to identify behavioural indicators which may suggest dyslexia. An example of an observational checklist will help to provide practical guidance in building up an individual profile.</p> <p>The afternoon workshop will focus on strategies and techniques for supporting dyslexic children within the inclusive classroom – the emphasis will be on ‘dyslexia-friendly’ teaching and learning.</p> <p><b>Intended Audience:</b> The sessions will be aimed at those who have some background knowledge of dyslexia and are interested in promoting dyslexia-friendly classroom practice as well as supporting individual dyslexic students.</p> <p><b>Outcomes:</b> The course will provide an overview of the subject-matter rather than an in-depth examination and the day will aim to</p> <ul style="list-style-type: none"> <li>▪ enhance participants’ understanding of the dyslexic profile</li> <li>▪ increase participants’ knowledge of dyslexic indicators</li> <li>▪ enable participants to use an appropriate observational checklist</li> <li>▪ increase participants’ of the class teachers’ role in identifying and supporting dyslexic learners</li> <li>▪ increase participants’ repertoire of strategies and techniques for supporting dyslexic learners in a classroom setting</li> </ul> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b> <b>Assessing for Access Arrangements in GCSE and GCE</b> <b>with Louise Green</b></p> <p><b>Content &amp; Purpose:</b> What access arrangements are available and how to access pupils for them - both individually and in groups</p> <p>Giving guidance and updating on what access arrangements there are, including any recent developments and changes, what skills need to be assessed and how to assess for them.</p> <p><b>Intended Audience:</b> Those who hold a qualification in assessment, both experienced as well as those starting out in this field.</p> <p>Delegates need an understanding of the basic principles of assessment and the measures used such as standardised scores</p> <p><b>Outcomes:</b> A better understanding of how to select the appropriate access arrangement(s) for each student and how to apply for it/them.</p> <p>The subject will be covered in depth with some information about appropriate assessment materials</p> <p>Delegates should leave with a greater understanding of access arrangements, plus any changes or updates, and the information needed by the centres and/or the exam boards to apply for them.</p> <p>This seminar could be used to fulfil some of the CPD requirements. It will be helpful for delegates to have available during the session a copy of Assessing for Access Arrangements: the Patoss Guide on JCQ Regulations &amp; Guidance.</p>	<p style="text-align: right;"><b>Booking Code: CAMT-2</b></p> <p><b>First Presentation 10.30 – 12.00</b> <b>Learning to Learn: Practical Solutions</b>      <b>with Dr Geraldine Price</b></p> <p><b>Content &amp; Purpose:</b> Why is it that some students successfully manage their learning while others experience great difficulties? The answer could lie within them if only they know how to unlock their own potential. This in-depth seminar and workshop will explore, through case studies, how teachers can encourage students to engage in the learning process. The session will examine teaching techniques which have been used successfully with all age ranges to develop metacognition and to promote active learning with reluctant writers.</p> <p><b>Intended Audience:</b> This seminar and workshop is designed for SpLD specialists, teachers and learning support staff who seek practical solutions to enhance the learning environment. A general understanding of how students learn will be useful.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Revisit the underlying, ‘hidden’ skills required for learning;</li> <li>▪ Increase knowledge and understanding of the role of metacognition for SpLD learners;</li> <li>▪ Increase understanding of the writing process;</li> <li>▪ Increase understanding of reading for writing purposes;</li> <li>▪ Apply teaching techniques to a variety of teaching and learning contexts;</li> <li>▪ Take away modelled frameworks for use in the classroom.</li> </ul> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b> <b>Beowulf, Caesar &amp; the Gospel according to the Greeks! An exploration of English words beyond phonics</b> <b>with Judy Capener</b></p> <p><b>Content &amp; Purpose:</b> The topic is relevant to teachers/ tutors working with dyslexic learners from the end of Key Stage 2 upwards and including students in further and higher education.</p> <p>The purpose of the first session is to explore the three levels of spelling: phonology, morphology and etymology and how children and adults with no literacy difficulties instinctively use all three to help with reading, spelling and the meaning of new words.</p> <p>This will be set in the context of the ‘layers’ of language’ – those of Old English, Latin and Greek. It will look at what events in history have shaped the English language and how this knowledge can be harnessed to give dyslexic learners another approach to ‘cracking the code’. Knowing that words which share common histories are likely to share common spelling patterns and elements of meaning gives the dyslexic learner another tool with which to ‘comprehend’ the written word. This is particularly important to the curriculum where multi-syllable words form a major part of the subject’s specific vocabulary such as English, the sciences, geography, sociology, medicine, law, business studies, sociology etc.</p> <p><b>Workshop:</b> This session will put the theory into practice with participants exploring for themselves how knowledge of the roots of English can help understand why English orthography is as it is and appreciate that maybe they ‘got the rules wrong’ and need a new set!</p> <p><b>Outcomes:</b> By the end of the session participants will have been given the opportunity to explore ways to</p> <ul style="list-style-type: none"> <li>• move their learner’s thinking beyond ‘phonics’ with the explicit introduction of morphology – Old English affixes</li> <li>• engage learners through active, thinking investigations to appreciate the ‘regularity’ of English spelling</li> <li>• encourage the learners to expand their range of vocabulary, grammar and sentence structures by using affixed words</li> <li>• use multi-sensory strategies for reading, proofreading, spelling at morphemic level</li> <li>• identify the Latin and Greek layers of English and using the roots analyse, construct and work out the meaning of hundreds if not thousands of English words</li> </ul> <p><b>Intended Audience:</b> No prior knowledge of Old English, Latin or Greek required – just an interest in the structure of English spelling and a need to find alternative strategies for their students management of the English language!</p> <p>Participants will need a comprehensive dictionary in which the entries include historical derivation (usually in brackets) at the end of each word. 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**DATES: Wednesday 15 October & Thursday 16 October 2008**  
**VENUE: Haydock Park Racecourse, Newton-le-Willows, Lancs WA12 0HQ**

<b>Wednesday 15 October 2008</b>	<b>Thursday 16 October 2008</b>
<p style="text-align: right;"><b>Booking Code: HPRA-1</b></p> <p><b>First Presentation 10.30 – 12.00</b>  <b>Assessing for Access Arrangements in GCSE and GCE</b>  with Louise Green</p> <p><b>Content &amp; Purpose:</b>  What access arrangements are available and how to access pupils for them - both individually and in groups</p> <p>Giving guidance and updating on what access arrangements there are, including any recent developments and changes, what skills need to be assessed and how to assess for them.</p> <p><b>Intended Audience:</b>  Those who hold a qualification in assessment both experienced as well as those starting out in this field.</p> <p>Delegates need an understanding of the basic principles of assessment and the measures used such as standardised scores</p> <p><b>Outcomes:</b>  A better understanding of how to select the appropriate access arrangement(s) for each student and how to apply for it/them.</p> <p>The subject will be covered in depth with some information about appropriate assessment materials</p> <p>Delegates should leave with a greater understanding of access arrangements, plus any changes or updates, and the information needed by the centres and/or the exam boards to apply for them.</p> <p>This seminar could be used to fulfil some of the CPD requirements. It will be helpful for delegates to have available during the session a copy of Assessing for Access Arrangements: the Patoss Guide on JCQ Regulations &amp; Guidance.</p> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b>  <b>“Could he be dyslexic”? - Identifying and Supporting Dyslexic Learners in the Classroom</b>  with Sandy Ball</p> <p><b>Content &amp; Purpose:</b>  The morning lecture will give an overview of the main areas of the dyslexic profile and seek to identify behavioural indicators which may suggest dyslexia. An example of an observational checklist will help to provide practical guidance in building up an individual profile.</p> <p>The afternoon workshop will focus on strategies and techniques for supporting dyslexic children within the inclusive classroom – the emphasis will be on ‘dyslexia-friendly’ teaching and learning.</p> <p><b>Intended Audience:</b>  The sessions will be aimed at those who have some background knowledge of dyslexia and are interested in promoting dyslexia-friendly classroom practice as well as supporting individual dyslexic students.</p> <p><b>Outcomes:</b>  The course will provide an overview of the subject-matter rather than an in-depth examination and the day will aim to</p> <ul style="list-style-type: none"> <li>▪ enhance participants’ understanding of the dyslexic profile</li> <li>▪ increase participants’ knowledge of dyslexic indicators</li> <li>▪ enable participants to use an appropriate observational checklist</li> <li>▪ increase participants’ of the class teachers’ role in identifying and supporting dyslexic learners</li> <li>▪ increase participants’ repertoire of strategies and techniques for supporting dyslexic learners in a classroom setting.</li> </ul>	<p style="text-align: right;"><b>Booking Code: HPRT-2</b></p> <p><b>First Presentation 10.30 – 12.00</b>  <b>Learning to Learn: Practical Solutions</b> with Dr Geraldine Price</p> <p>Why is it that some students successfully manage their learning while others experience great difficulties? The answer could lie within them if only they know how to unlock their own potential. This in-depth seminar and workshop will explore, through case studies, how teachers can encourage students to engage in the learning process. The session will examine teaching techniques which have been used successfully with all age ranges to develop metacognition and to promote active learning with reluctant writers.</p> <p><b>Intended Audience:</b>  This seminar and workshop is designed for SpLD specialists, teachers and learning support staff who seek practical solutions to enhance the learning environment. A general understanding of how students learn will be useful.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Revisit the underlying, ‘hidden’ skills required for learning;</li> <li>▪ Increase knowledge and understanding of the role of metacognition for SpLD learners;</li> <li>▪ Increase understanding of the writing process;</li> <li>▪ Increase understanding of reading for writing purposes;</li> <li>▪ Apply teaching techniques to a variety of teaching and learning contexts;</li> <li>▪ Take away modelled frameworks for use in the classroom.</li> </ul> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b>  <b>Identification and Support for Specific Learning Difficulties in Maths</b>  with Margaret Bevan</p> <p><b>Content, Purpose &amp; Outcomes:</b>  At the end of the day attendees should be able to use a maths diagnostic assessment in order to create a teaching programme. They will look critically at the various published, standardised maths assessment and their diagnostic value. They will have a clear hierarchical structure for the teaching of maths, primarily arithmetic, time, and money. Some areas - e.g. our number system, will be covered in depth, but principles to transfer to any area of maths will be overviewed.</p> <p><b>Intended Audience:</b>  Relevant to all who work with students having difficulties in Maths.</p> <p>No prior understanding required, though familiarity with the dyslexic and dyspraxic profiles would be an advantage.</p>

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<b>Workshop Sessions</b>	<b>3.00 – 4.30</b>	<b>Please select one follow-up workshop relating to one of the earlier presentation</b>



<b>DATES: Wednesday 22 October &amp; Thursday 23 October 2008</b>	
<b>VENUE: Engineer's House, The Promenade, Clifton Down, Bristol BS8 3NB</b>	
<b>Wednesday 22 October 2008</b>	<b>Booking Code: BRST-1</b>
<p><b>First Presentation 10.30 – 12.00</b>  <b>Learning to Learn: Practical Solutions with Dr Geraldine Price</b></p> <p>Why is it that some students successfully manage their learning while others experience great difficulties? The answer could lie within them if only they know how to unlock their own potential. This in-depth seminar and workshop will explore, through case studies, how teachers can encourage students to engage in the learning process. The session will examine teaching techniques which have been used successfully with all age ranges to develop metacognition and to promote active learning with reluctant writers.</p> <p><b>Intended Audience:</b>  This seminar and workshop is designed for SpLD specialists, teachers and learning support staff who seek practical solutions to enhance the learning environment. A general understanding of how students learn will be useful.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Revisit the underlying, 'hidden' skills required for learning;</li> <li>▪ Increase knowledge and understanding of the role of metacognition for SpLD learners;</li> <li>▪ Increase understanding of the writing process;</li> <li>▪ Increase understanding of reading for writing purposes;</li> <li>▪ Apply teaching techniques to a variety of teaching and learning contexts;</li> <li>▪ Take away modelled frameworks for use in the classroom.</li> </ul> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b>  <b>Beowulf, Caesar &amp; the Gospel according to the Greeks! An exploration of English words beyond phonics with Judy Capener</b></p> <p><b>Content &amp; Purpose:</b>  The topic is relevant to teachers/ tutors working with dyslexic learners from the end of Key Stage 2 upwards and including students in further and higher education.</p> <p>The purpose of the first session is to explore the three levels of spelling: phonology, morphology and etymology and how children and adults with no literacy difficulties instinctively use all three to help with reading, spelling and the meaning of new words.</p> <p>This will be set in the context of the 'layers' of language – those of Old English, Latin and Greek. It will look at what events in history have shaped the English language and how this knowledge can be harnessed to give dyslexic learners another approach to 'cracking the code'. Knowing that words which share common histories are likely to share common spelling patterns and elements of meaning gives the dyslexic learner another tool with which to 'comprehend' the written word. This is particularly important to the curriculum where multi-syllable words form a major part of the subject's specific vocabulary such as English, the sciences, geography, sociology, medicine, law, business studies, sociology etc.</p> <p><b>Workshop:</b>  This session will put the theory into practice with participants exploring for themselves how knowledge of the roots of English can help understand why English orthography is as it is and appreciate that maybe they 'got the rules wrong' and need a new set!</p> <p><b>Outcomes:</b>  By the end of the session participants will have been given the opportunity to explore ways to</p> <ul style="list-style-type: none"> <li>• move their learner's thinking beyond 'phonics' with the explicit introduction of morphology – Old English affixes</li> <li>• engage learners through active, thinking investigations to appreciate the 'regularity' of English spelling</li> <li>• encourage the learners to expand their range of vocabulary, grammar and sentence structures by using affixed words</li> <li>• use multi-sensory strategies for reading, proofreading, spelling at morphemic level</li> <li>• identify the Latin and Greek layers of English and using the roots analyse, construct and work out the meaning of hundreds if not thousands of English words</li> </ul> <p><b>Intended Audience:</b>  No prior knowledge of Old English, Latin or Greek required – just an interest in the structure of English spelling and a need to find alternative strategies for their students management of the English language!</p> <p>Participants will need a comprehensive dictionary in which the entries include historical derivation (usually in brackets) at the end of each word. E.g. Oxford/ Chambers/ Readers Digest, and about a dozen small cards (2" x 3").</p>	
<b>Thursday 23 October 2008</b>	<b>Booking Code : BRSA-2</b>
<p><b>First Presentation 10.30 – 12.00</b>  <b>From Data to Report: Interpretation, Explanation and Recommendation with Sandra Hargreaves</b></p> <p><b>Content &amp; Purpose:</b>  This in-depth seminar and workshop will explore, through case studies, how tutor assessors can best interpret and explain test results in the light of the student's history. Detailed histories are necessary in the teasing out of specific problems. So often specific learning difficulties such as dyspraxia and ADD/HD can be overlooked. Recommendations should be specifically aimed at the student and take into account the educational environment and the subject studied.</p> <p><b>Intended Audience:</b>  This seminar and workshop is designed for SpLD specialists and tutor assessors. It is designed to highlight the changes outlined in the 2005 DfES Working Party Document on Assessment and will include analysis of test scores from a selection of the suggested tests. Prior Knowledge of this document and experience with writing assessment reports is essential.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Exploration of assumptions relating to assessment of SpLD and assessment reports</li> <li>• Analysis of specific case studies and discussion of strengths and weaknesses in diagnostic reports relating to these</li> <li>• Consideration of diagnostic features of dyslexia, dyspraxia and ADD/HD, overlaps and co-morbidity and issues relating to these</li> <li>• Awareness of the value of personal history in the light of test results</li> <li>• Ability to write clear recommendations in the light of the test results and the student's educational environment</li> </ul> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b>  <b>An Integrated Approach to Assessment with Gill Backhouse</b></p> <p><b>Content:</b>  The process of preparing for and conducting an assessment session will be discussed, showing how assessment tools should be selected and varied from case to case.</p> <p><b>Purpose:</b>  To promote an informed and pragmatic approach to the assessment process.</p> <p>The course/seminar is designed for Qualified Specialist Teachers - WHO HAVE CERTIFICATE LEVEL [ATS EQUIVALENT] PLUS TRAINING IN DIAGNOSTIC ASSESSMENTS AND WANT MORE GUIDANCE ON PLANNING AND CONDUCTING ASSESSMENTS.</p> <p>The level of prior knowledge/understanding assumed is an understanding of the cognitive difficulties underlying SpLDs and the basics of using standardised tests. Training in the use of a selection of tests of literacy &amp; cognitive processing.</p> <p><b>The level of knowledge/understanding that should be achieved on completion of the course/seminar:</b>  A professional level of competence in preparing for and conducting a formal assessment session and presenting results.</p> <p><b>Whether the subject would be taught in depth or dealt with as an overview:</b>  Subject matter will be discussed as an overview with real life examples</p> <p><b>What delegates should be able to do on completion of the course/seminar:</b>  Feel more confident &amp; secure in their approach to assessment &amp; report writing.</p>	

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<b>DATES: Wednesday 5 November &amp; Thursday 6 November 2008</b>			
<b>VENUE: Collingwood College, South Road, Durham DH1 3LT</b>			
<b>Wednesday 5 November 2008</b>	<b>Booking Code : DRHA-1</b>	<b>Thursday 6 November 2008</b>	<b>Booking Code : DRHT-2</b>
<p><b>First Presentation 10.30 – 12.00</b>  <b>From Data to Report: Interpretation, Explanation and Recommendation</b>  <b>with Sandra Hargreaves</b></p> <p><b>Content &amp; Purpose:</b>  This in-depth seminar and workshop will explore, through case studies, how tutor assessors can best interpret and explain test results in the light of the student's history. Detailed histories are necessary in the teasing out of specific problems. So often specific learning difficulties such as dyspraxia and ADD/HD can be overlooked. Recommendations should be specifically aimed at the student and take into account the educational environment and the subject studied.</p> <p><b>Intended Audience</b>  This seminar and workshop is designed for SpLD specialists and tutor assessors. It is designed to highlight the changes outlined in the 2005 DfES Working Party Document on Assessment and will include analysis of test scores from a selection of the suggested tests. 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It will be helpful for delegates to have available during the session a copy of Assessing for Access Arrangements: the Patoss Guide on JCQ Regulations &amp; Guidance.</p>		<p><b>First Presentation 10.30 – 12.00</b>  <b>Creating Dyslexia Aware Teachers: Working with other teachers to get the best deal for SpLD students</b>  <b>with Debbie Avington</b></p> <p><b>Content &amp; Purpose:</b>  To explore opportunities to work collaboratively, to facilitate change, to evaluate effective practices, demonstrate progress and promote structured, multisensory learning to develop dyslexia friendly environments.</p> <p><b>Intended Audience:</b>  This seminar is relevant to SpLD teachers in a variety of settings and across Key Stages who wish to explore and promote dyslexia friendly communities and disseminate good practice to colleagues/ whole school staff and parents.</p> <p>Teachers will have explored ideas and strategies for developing dyslexia friendly communities, liaising with other teachers, setting up networks to support each other and disseminating good practice in multisensory learning for all, which celebrates a range of learning styles and learning differences.</p> <p><b>Outcomes:</b>  The seminar will give an overview of current effective practices in developing and evaluating dyslexia friendly provision and will explore links to National Standards and Strategies, IDP self evaluation tools and school improvement guidelines.</p> <p>Promote an inclusive learning environment which supports pupil participation and develops independent learning within a mainstream setting, understanding the implications for policy and practice for dyslexic learners.</p> <p>Promote the use of specific multi-sensory methods, techniques and strategies to develop skills across the curriculum.</p> <p>Establish a network of interested professionals, working in partnership with other agencies and parents to enhance the learning of dyslexic students.</p> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b>  <b>Beowulf, Caesar &amp; the Gospel according to the Greeks! An exploration of English words beyond phonics</b>  <b>with Judy Capener</b></p> <p><b>Content &amp; Purpose:</b>  The topic is relevant to teachers/ tutors working with dyslexic learners from the end of Key Stage 2 upwards and including students in further and higher education.</p> <p>The purpose of the first session is to explore the three levels of spelling: phonology, morphology and etymology and how children and adults with no literacy difficulties instinctively use all three to help with reading, spelling and the meaning of new words.</p> <p>This will be set in the context of the 'layers' of language' – those of Old English, Latin and Greek. It will look at what events in history have shaped the English language and how this knowledge can be harnessed to give dyslexic learners another approach to 'cracking the code'. 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<b>DATES: Wednesday 3 June &amp; Thursday 4 June 2009</b>	
<b>VENUE: The Arden Hotel, Coventry Road, Bickenhill, Solihull West Midlands B92 0EH</b>	
<b>Wednesday 3 June 2009</b>	<b>Booking Code: ARDT-1</b>
<p><b>First Presentation 10.30 – 12.00</b>  <b>Identification and Support for Specific Learning Difficulties in Maths with Margaret Bevan</b></p> <p><b>Content, Purpose &amp; Outcomes:</b>            At the end of the day attendees should be able to use a maths diagnostic assessment in order to create a teaching programme. They will look critically at the various published, standardised maths assessment and their diagnostic value. They will have a clear hierarchical structure for the teaching of maths, primarily arithmetic, time, and money. Some areas - e.g. our number system, will be covered in depth, but principles to transfer to any area of maths will be overviewed.</p> <p><b>Who is it for?</b>            Relevant to all who work with students having difficulties in Maths.</p> <p>No prior understanding required, though familiarity with the dyslexic and dyspraxic profiles would be an advantage.</p> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b>  <b>Creating Dyslexia Aware Teachers: Working with other teachers to get the best deal for SpLD students with Debbie Avington</b></p> <p><b>Content &amp; Purpose:</b>            To explore opportunities to work collaboratively, to facilitate change, to evaluate effective practices, demonstrate progress and promote structured, multisensory learning to develop dyslexia friendly environments.</p> <p><b>Intended Audience:</b>            This seminar is relevant to SpLD teachers in a variety of settings and across Key Stages who wish to explore and promote dyslexia friendly communities and disseminate good practice to colleagues/ whole school staff and parents.</p> <p>Teachers will have explored ideas and strategies for developing dyslexia friendly communities, liaising with other teachers, setting up networks to support each other and disseminating good practice in multisensory learning for all, which celebrates a range of learning styles and learning differences.</p> <p><b>Outcomes:</b>            The seminar will give an overview of current effective practices in developing and evaluating dyslexia friendly provision and will explore links to National Standards and Strategies, IDP self evaluation tools and school improvement guidelines.</p> <p>Promote an inclusive learning environment which supports pupil participation and develops independent learning within a mainstream setting, understanding the implications for policy and practice for dyslexic learners.</p> <p>Promote the use of specific multi-sensory methods, techniques and strategies to develop skills across the curriculum.</p> <p>Establish a network of interested professionals, working in partnership with other agencies and parents to enhance the learning of dyslexic students.</p>	
<b>Thursday 4 June 2009</b>	<b>Booking Code : ARDA-2</b>
<p><b>First Presentation 10.30 – 12.00</b>  <b>From Data to Report: Interpretation, Explanation and Recommendation with Sandra Hargreaves</b></p> <p><b>Content &amp; Purpose:</b>            This in-depth seminar and workshop will explore, through case studies, how tutor assessors can best interpret and explain test results in the light of the student's history. Detailed histories are necessary in the teasing out of specific problems. So often specific learning difficulties such as dyspraxia and ADD/HD can be overlooked. Recommendations should be specifically aimed at the student and take into account the educational environment and the subject studied.</p> <p><b>Intended Audience</b>            This seminar and workshop is designed for SpLD specialists and tutor assessors. It is designed to highlight the changes outlined in the 2005 DfES Working Party Document on Assessment and will include analysis of test scores from a selection of the suggested tests. Prior Knowledge of this document and experience with writing assessment reports is essential.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Exploration of assumptions relating to assessment of SpLD and assessment reports</li> <li>• Analysis of specific case studies and discussion of strengths and weaknesses in diagnostic reports relating to these</li> <li>• Consideration of diagnostic features of dyslexia, dyspraxia and ADD/HD, overlaps and co-morbidity and issues relating to these</li> <li>• Awareness of the value of personal history in the light of test results</li> <li>• Ability to write clear recommendations in the light of the test results and the student's educational environment</li> </ul> <p style="text-align: center;">*****</p> <p><b>Second Presentation 1.00 – 2.30</b>  <b>An Integrated Approach to Assessment with Gill Backhouse</b></p> <p><b>Content:</b>            The process of preparing for and conducting an assessment session will be discussed, showing how assessment tools should be selected and varied from case to case.</p> <p><b>Purpose:</b>            To promote an informed and pragmatic approach to the assessment process.</p> <p>The course/seminar is designed for Qualified Specialist Teachers - WHO HAVE CERTIFICATE LEVEL [ATS EQUIVALENT] PLUS TRAINING IN DIAGNOSTIC ASSESSMENTS AND WANT MORE GUIDANCE ON PLANNING AND CONDUCTING ASSESSMENTS.</p> <p>The level of prior knowledge/understanding assumed is an understanding of the cognitive difficulties underlying SpLDs and the basics of using standardised tests. Training in the use of a selection of tests of literacy &amp; cognitive processing.</p> <p><b>The level of knowledge/understanding that should be achieved on completion of the course/seminar:</b>            A professional level of competence in preparing for and conducting a formal assessment session and presenting results.</p> <p><b>Whether the subject would be taught in depth or dealt with as an overview:</b>            Subject matter will be discussed as an overview with real life examples</p> <p><b>What delegates should be able to do on completion of the course/seminar:</b>            Feel more confident &amp; secure in their approach to assessment &amp; report writing.</p>	

## The Presenters

**Debbie Avington** has twenty-five years teaching experience in London, the South East and South Wales and was a teacher adviser with the City and County of Swansea for eleven years, co-ordinating the Dyslexia Friendly Initiative in Swansea, incorporating various development projects and working in partnership with various agencies, including parents. She is a member of the British Dyslexia Association Accreditation Board and has delivered presentations on Dyslexia Friendly Schools for LAs in England, Wales and Northern Ireland.

She offers advice, support and professional development on Additional Learning Needs, including dyslexia, and provides a range of training opportunities for teachers at Swansea Metropolitan University, including accredited dyslexia courses. She also presents dyslexia awareness sessions for whole school staff and other agencies and accredited courses for teaching assistants. Debbie is currently involved in producing materials for Dyslexia Friendly Schools and in research into dyslexia interventions in the Foundation Phase.

**Gill Backhouse** is a Chartered Psychologist who has specialised in Specific Learning Difficulties for over 20 years. She was a course tutor for both the RSA then OCR in various LA centres as well as University College London until 2000 and also served as Chief Verifier for the OCR SpLD scheme until 2003. Throughout this time she has continued to assess both children and adults with learning difficulties. Her publications include the Patoss/JCQ 'Practical Guide' to access arrangements during public examinations & the Hodder & Stoughton /Patoss text book *Dyslexia? Assessing & Reporting*.

**Sandy Ball** AMBDA, worked for many years as a Dyslexia Advisory Teacher for Wiltshire LA. She is currently an independent dyslexia consultant undertaking training, assessment and specialist teaching, and is a guest lecturer at Southampton and Bath Spa Universities. In recent years she has been involved in writing and producing WESFORD (Wiltshire Early Screening For Dyslexia) resources for Wiltshire LA.

**Margaret Bevan BEd, Dip RSA SpLD** is the co-founder and director of the company 'Partners in Education UK Ltd' which provides teacher training, teaching resources and multi-disciplinary conferences on Special Educational Needs and Assessment. She is an experienced course co-ordinator and tutor for the post graduate diploma courses in Specific Learning Difficulties, accredited by OCR. Over the last thirty years she has worked extensively as a teacher trainer, consultant and schools' advisor in the UK and abroad. Her teaching ideas and materials, most recently in Maths, have hugely benefited teachers, students and parents. She is a teacher, not a mathematician.

**Judy Capener** has been working in the field of dyslexia for 25 years having trained originally with the Dyslexia Institute under Dr Harry Chasty & Kathleen Hickey. She is currently programme leader for post-graduate courses in SpLD, including one for tutors working in FE & HE, at Manchester Metropolitan University and external examiner for Kingston and Swansea Metropolitan University's SEN programmes. She is an experienced teacher and teacher trainer and a long-standing member of the British Dyslexia Association Accreditation Board. Two years ago Judy was appointed a director of PATOSS.

Judy has delivered accredited dyslexia training for Staffordshire, Wigan and Cornwall LAs, and presentations in Egypt, Geneva and Boston, U.S.A. She has been a keynote speaker for many years on training courses for Swansea LA for teachers and teaching assistants. Her work in South Wales has also included conferences in Bridgend, Pembrokeshire, Powys, Carmarthenshire and Ceredigion. At the BDA International Conference in April over 50 teachers attended her seminar/ workshop on the topic of alternative approaches to learning the structure of English orthography. She has just completed the first part of a multi-sensory structured language programme for small groups of Key Stage 3 'pupils who are not fulfilling their potential' which can be delivered by mainstream teachers.

**Louise Green** has been working as a specialist teacher and assessor since 1990 and in that time she has assessed, quite literally, hundreds of students. She became interested in specific learning difficulties when her eldest son was diagnosed as being dyslexic in 1985 and Louise's discovery that she was herself dyslexic revolutionised her life, inspiring her to study for a MSc in Human Communications from UCL from 1999 - 2001. Louise has been assessing both students and adults since she gained her RSA Dip in 1989. She holds a practising certificate issued by Patoss and regularly writes access arrangements reports for GCSE and GCE as well as testing pupils for KS3 access arrangements. She also assesses students applying for the Disabled Students' Allowance. She currently teaches at one independent secondary school and two state grammar schools in Buckinghamshire and assesses students and adults privately as well as at two dyslexic centres in London.

**Sandra Hargreaves** is the course leader for both the PGC: Teaching Adult Dyslexic Learners in Higher Education and the PG Dip: Assessment for Specific Learning Difficulties (Dyslexia) at London Metropolitan University. She also is director of *Mind Aligned* through which she conducts diagnostic assessments of adults and tutorial support for adults in HE and the workplace. Prior to that she was involved in dyslexia support at Thames Valley University, Uxbridge College and the Inner London Probation Service. Sandra previously worked for many years in Australia at Macquarie University in Sydney in the Teacher Education Programme where she was the Course Leader of the Secondary English Team. She is committed to the training of tutors and tutor assessors and has presented at national and international conferences. She has published articles for research journals and her most recent publication is: Hargreaves, Sandra (ed) (2007) *Study Skills for Dyslexic Students*, London: SAGE.

**Dr Geraldine A Price** Research Fellow, School of Education, University of Southampton  
Dr Price has worked in the SpLD field for over 35 years. She has taught all age ranges in schools and colleges. She set up the Learning Differences Centre at Southampton University in 1992. This was an innovative centre which provided services for SpLD students. She was a tutor and conducts full diagnostic assessments. She designed the advanced training courses for teachers at the School of Education and has trained over 400 teachers to teach and assess for SpLD. She is a national and international speaker and is committed to the development of metacognition in the learning process. She has published many articles for research journals. Her most current publications are Price, G. A. & Skinner, J. (2007) *Support for learning differences in HE: the essential practitioners' manual*, Trentham Books; Price, G. A. & Maier, P. (2007) *Effective Study Skills: unlock your potential*, Pearson Education