

**CC** CLEVELAND COLLEGE OF  
**AD** **ART & DESIGN**

Title	<b>HE Dyslexia Screening Procedure</b>		
Version number:	1		
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The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

## INTRODUCTION

1. Cleveland College of Art and Design is committed to equality of opportunity for all current and potential students. As a result the College believes that it is important to ensure that all students undergo a simple process of assessment to identify if any reasonable adjustments to aid their learning are required
2. At the start of any Higher Education programme within the College, students will be asked to undertake a computer based screening for Specific Learning Difficulties. The College currently makes use of the Lucid Adult Dyslexia Screening (LADS) tool, which has been identified as an example of best practice within the sector by the Department for Business, Innovation and Skills (BIS) and several consultative government committees.
3. Dyslexia screening begins in the first teaching week of the Level 4 academic year. Each course is timetabled as a group to complete the computer based dyslexia assessment and all students, except those with appropriate evidence of dyslexia, are expected to attend. The results are available to the student as soon as the assessment is completed.
4. Any student not wishing to take part in the screening process will need to speak to the College's Higher Education specialist tutor, and formally record that they do not wish to take part. In addition all results produced from the screening will be discussed directly with the students concerned and only shared or acted upon with the complete agreement of the student.

## SCOPE

5. This procedure relates directly to all current and potential students to the CCAD Higher Education site.
6. The procedure also relates to both staff within Student Services and the wider academic teams who participate in Higher Education delivery.

## DEFINITIONS

7. **LADS screening** – Lucid Adult Dyslexia Screening Tool, the computer based test currently used by the College in order to identify a student's risk level of experiencing a Specific Learning Difficulty such as Dyslexia. The tool tests a student's ability with a range of tasks such as memory, spelling, reading, maths and perceptual awareness. The screening tool is not a diagnostic tool and cannot determine if a student experiences a Specific Learning Difficulty.
8. **Specific Learning Difficulties (SpLDs)** - SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly:

Dyslexia  
Dyspraxia/DCD  
Dyscalculia  
A.D.D/A.D.H.D  
Auditory Processing Disorder

SpLDs can also co-occur with difficulties on the autistic spectrum such as Asperger Syndrome.

9. **DAST** – Dyslexia Adult Screening Test. Similar to that of the computer based screening, this test is used by the College on a one to one basis to determine whether the results of the computer based test are accurate and there are indicators of a SpLD. The DAST test is only delivered to those students who show on the screening as being at either moderate or high risk; although all students can self refer themselves for the testing if they would like to confirm their LADS test results.

## **PROCEDURE**

10. LADS screening for each course follows the Library induction
11. Prior to the beginning of the screening sessions, class lists are requested from Programme Leaders to ensure that suitable IT facilities can be booked and to allow for the creation of attendance registers.
12. Once accurate numbers have been provided by Programme Leaders, Student Services will book suitable computer access and confirm with IT arrangements for the LADS software to be available.
13. At the start of each session a register will be taken of those who are in attendance. All sessions will be supervised by the Colleges HE Specialist Tutor.
14. Names of any students who were not in attendance will be noted and passed to the Programme Leader. The Programme Leader and Specialist Tutor will make contact with these students to make alternative arrangements to undertake the screening at a later time.
15. At the end of the LADS screening session, completed course by course, the Student Services Adviser (Disability) will collate a list of those students who have been identified as being at risk of Dyslexia from the LADS results i.e. borderline, moderate or high.
16. These students will be contacted via text by the Student Services Adviser (Disability) as soon as possible. They will be asked to attend Student Services where an appointment with the HE Specialist Tutor for further assessment/discussion will be booked. Students will be issued with an appointment card as a reminder of this.
17. The Student Services Adviser will collate all results of those students who are indicated as being at risk onto a spread sheet to be stored within the student services confidential shared drive.

18. The HE Specialist Tutor will meet with those students who have been identified as being at risk and carry out further individual assessments such as the DAST test. This test enables the Specialist Tutor to confirm the outcome of the LADS screening.
19. Based on the results of the additional testing the Specialist Tutor will provide advice and guidance. This may include:
  - a. Referring the student to the Student Services Adviser to make arrangements for a full diagnostic assessment, and further funding to enable them to access support or
  - b. Where further diagnostic testing is not required, providing student with details of resources they can access to address any minor difficulties they are experiencing.
20. After meeting with the student, the Specialist Tutor will send full details of the outcomes of any testing to the Student Services Adviser to enable them to follow up on these either by supporting a student to access further diagnostic testing or to monitor the student and provide further advice and guidance where required.
21. With the student's permission, detailed information regarding the outcome of follow up testing will be shared with all relevant staff by the Student Services Adviser to enable staff to provide required support or reasonable adjustments. This information will be shared using the IoN procedure.
22. Those students requiring a full diagnostic assessment or additional funding via Disabled Students Allowances will be supported by the Student Services Adviser to do this. Students will not however be able to access any support unless they agree to seek all required diagnostic testing and funding. Students will be required to sign an agreement to this end.
23. On receipt of a diagnostic assessment and/or Disabled Student Allowances assessment, the Student Services Adviser will update the student's IoN documentation and recirculate to all relevant staff. The Student Services Adviser will also update centralised Information systems (ProSolution) to reflect the new status of the student as having a diagnosis and or being in receipt of DSA.

#### Students identified as dyslexic prior to enrolment

24. Those students who identify themselves as being dyslexic or experiencing another SpLD on either their application form or enrolment form are contacted by the Student Services Adviser and provided with advice and guidance with regard to the support available and or the evidence they will need to provide of their SpLD diagnosis.

25. Those students who do not have suitable evidence will have the opportunity to undergo a screening and diagnostic assessment along with all other students entering the college.
26. Students do, however, have the option of seeking appropriate evidence prior to the start of their course at their own expense.
27. Any student, who has identified themselves as having a diagnosis prior to the start of their course, will be added to the Student Services spread sheet. The HE Specialist Tutor will regularly review this list and will make contact with the student to arrange to have a one to one discussion and to offer appropriate advice and guidance. The Specialist Tutor may refer a student back to the Student Services Adviser if further diagnosis or application for funds is required.

## **ROLES AND RESPONSIBILITIES**

28. Specialist Tutor – It is the role of the Specialist Tutor to arrange and undertake any of the initial and follow up screening/testing. The Specialist Tutor will also provide specialist and specific advice and guidance relating to Specific Learning Difficulties.
29. Student Services Adviser – It is the role of the Student Services Adviser to provide all administrative and communicative support to the student and to the Specialist Tutor. The Student Services Adviser will also take responsibility for providing a student with advice and guidance relating to the steps they need to take in order to receive support, and also any documentation that they may need to provide or complete.
30. The Student – it is the role of the student to ensure that they follow all the advice and guidance that they are given and to ensure that where they do not understand, they ask appropriate questions. The student must also ensure that they complete required assessments and documentation within time scales set out by the Student Services team.
31. College staff – All college staff are required to act upon any information they are sent by the Student Services team and make all necessary reasonable adjustments. Staff should ensure that they contact Student Services with any concerns or questions and treat all information they receive with confidentiality.

## **MONITORING AND EVALUATION**

32. This procedure will be reviewed on an annual basis to ensure that it is reflective of current practice and meets the needs of both learners and staff. Any amendments will be consulted upon and an updated version of this document referred to relevant staff.

## **EQUALITY STATEMENT**

33. This policy will be implemented in line with the principles of the college's commitment to equality and diversity which is: Cleveland College of Art and Design is committed to the principles of equality and diversity and aims to ensure that all employees and college users are treated fairly and equally regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

## **RELATED DOCUMENTATION**

34. HE IoN Procedure.