

Dyslexia: Challenge and Achievement

Support at Second Level

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Legislation

- The Education Act 1998
- The Education of Persons with Special Education Needs Act 2004

Education Act

- Appropriate Education
- Equality of Access to the school
- Equality of Participation in the school
- Board of Management responsible for the drawing up of a school plan
- Appeal Process

EPSEN Act

- Inclusive education for the child with SEN, defined as one who learns differently
- National Council for Special Education
- Special Needs Organisers (SENO) who assess and review the resources allocated
- Individual Education Plans
- At second level, the circulars specify the student with dyslexia must be of average intelligence and be at or below the 2nd percentile for access to additional teaching

Publications

- Report of the Task Force on Dyslexia
- Understanding Dyslexia CD/DVD
- Post Primary Guidelines on Inclusion of students with Special Educational Needs

Exemption from Irish

- Grounds for the exemption: Diagnosed with a SLD, who fail to achieve in mother tongue (at or below 10th percentile in standardised test of English)
- Use of class time
- Effect on careers, Primary teaching, Gardai

NUI Entry requirements

- Main colleges, UCD, UCC, NUI Galway and Maynooth
- 6 subjects, any 2 at higher level, English, Irish and 3rd language
- DES Irish exemption recognised and such students will get 3rd language exemption
- 3rd language exemption for serious dyslexia for those without DES Irish exemption
- Apply prior to senior cycle
- Must let CAO know about exemptions

Reasonable Accommodation

2007	JC	LC
■ Reader	3101	967
■ Taping	580	194
■ Word Processor	177	135
■ Waiver spelling/grammar	4378	1841

Reasonable Accommodation

- House and mock exams
- Computer training
- Training in use of accommodation
- Recent assessment recommended for LC

Challenges at second level

- Access to content of subjects
- Communication of knowledge learnt
- Informed educational choices
- Continuing development of literacy and numeracy

Access to content

- Notes, photocopying, revision books
- Readability of texts
- Daisy project, assistive technology
- Tapes, DVDs
- Differentiation in teaching methods: must, should, could
- Multi-sensory teaching
- Reader in exams

Communication of learning

- Use of tapes, computers
- Mindmaps
- Alternative forms of homework
- Help at exams

Informed educational choices

- Choice of subject at Junior and Senior Cycle
- Choice of level the subject is to be studied at
- Choice of programme
 - Junior Certificate/Junior Certificate Schools
 - Transition Year
 - Leaving Certificate Established, Leaving Certificate Applied

Support at school

- Learning Support targeted at students at or below 10th percentile
- Resource, targeted at or below 2nd percentile
- Key role of main stream teacher. ‘Asking for help form’
- Need for whole school inservice. Special Education Support service
- Who is designated to look after the needs of students who do not meet criteria for Learning support or Resource?

Choices after Leaving Certificate

National Framework of Qualifications

- Level 8 CAO entry Honours Degree
- Level 7 CAO entry Ordinary Degree
- Level 6 CAO entry Higher Certificate
- Level 5 PLCS Post Leaving Cert. course
- LCA/Traditional Leaving Cert

PLCs

- 8 modules in course
- Grades, pass, merit and distinction
- 50 points for a distinction
- Maximum of 400 points for students who wish to apply to CAO level 6 and 7

Support services at 3rd level

- Accessed through CAO form
- Supplementary form (SIF) sent out
- Student and school fill it in
- Must be accompanied by recent assessment (within two years)
- Importance of SIF

Outstanding concerns

- Difficulties with access
- Lack of teacher training
- Explanatory note on statement of results of students who avail of accommodations
- Who is responsible in schools for students who do not qualify for additional teaching support?