

Referral

Referrals are made by schools on a termly basis using the READ referral form.

Making a referral must be in agreement with parents/carers.

Once completed, the form and the attached supporting evidence is to be sent to Kelly Parkin (READ Team Leader) via e-mail or post.

Following a READ panel meeting, schools and parents/carers will receive a letter to confirm if their child:

- has received a place for the upcoming term.
- can be put on a waiting list for the next cycle of support.
- has needs that can be met by the support already in place.

Contact details

Specialist Teacher Responsible for

READ:

Mrs Kelly Parkin

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READ

Inclusion Support Services

Specialist Inclusion Team

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READ facilitators:

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Rotherham
Enhanced
Action for
Dyslexia

READ

Part of the
Specialist
Inclusion Team

Who we are:

READ is a service within the Specialist Inclusion Team that offers an outreach provision to support children and young people with dyslexia. The provision is aimed at supporting those individuals with severe and persistent literacy difficulties who have previously received intensive and appropriate support within their school, but despite this they continue to struggle to make progress in reading and spelling.

This is available to:

Children in Year 4, 5, 6, 7, 8 or 9

- in maintained schools or academies as part of a graduated response.
- who have an Education, Health and Care plan as part of their provision.
- in a Special School or Alternative Provision.

What we do:

We work with children individually in their school providing a highly personalised and structured intervention. Within this we use a vast range of multisensory strategies that are engaging and motivational to the child's specific interests and learning styles.



What does the provision include:

Each child will receive a 12 week package of support for a set amount of time each week. This will depend on the package which is purchased and agreed with the school.

The package also includes:

- an initial meeting with parents/carers and school staff to explain the programme and answer any questions.
- an initial assessment of skills carried out by the designated READ facilitator to devise bespoke targets, which are shared with parents/carers and school staff.
- weekly 1:1 teaching input at the child's school, as agreed before the programme begins.
- regular consideration and amendments, if needed, to the targets and resources used according to the child's progress and motivation.
- a final assessment by the READ facilitator to evaluate progress and present this in a report.
- a final review meeting in school with parents/carers and school staff.



Parents/carers and school staff are encouraged to contact the specialist teacher or the READ facilitator at any point during the term to ask for advice or raise any concerns.

What happens after the provision:

To ensure continuity a Learning Support Programme (LSP) will be set by READ and provided to the child's school for them to implement following their READ support.

Feedback from staff and parents/carers after their child has accessed the READ provision:

"There has been a marked change in her confidence. She has blossomed."

"He has been able to focus on his specific barriers and learn to cope and overcome them."

"He is much calmer at home and willing to complete his homework."

"This has really given him the opportunity to overlearn and develop many new skills which are personal to him."

"She now has a much more positive attitude about her learning."

"He's more confident at reading. He's achieved so much more than he thought possible."

"He is confident, happy and for the first time ever picked up a book."

"His mental well-being has had a positive increase since attending READ, he actually enjoys some literacy work now."