

Referrals

Referrals are made by schools as part of a graduated response within their assess, plan, do, review cycle.



- Making a referral must be in agreement with parents/carers.
- Completed READ referral forms should be sent to Kelly Parkin by the deadline for that term.
- Places are allocated on a termly basis.
- If all places have been filled, then support for the following term is offered.

Contact Details

READ Manager: SI Team Specialist Teacher

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**

www.rotherhamsendlocaloffer.org.uk



What is READ?

READ is a traded 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 individuals with severe and persistent literacy difficulties who have received intensive and appropriate support within their school but, despite this, continue to struggle to make progress in reading and spelling.

This is available to children:

- in Year 3, 4, 5, 6, 7, 8, 9 or 10
- 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.

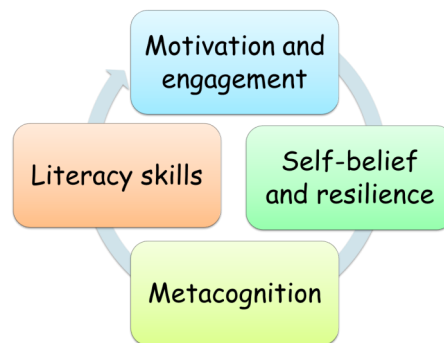
What does the provision include:

Each child will receive a 12 week package of support. The amount of 1:1 time delivered each week will depend on the package purchased and agreed with the school.

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 targeted areas.

Alongside this, we help the children to develop an understanding of how they learn (metacognition) and support confidence and self-esteem building through highlighting and drawing on their strengths and skills.



What happens after the provision:

A report is provided which details the progress made, recommended resources and strategies for continued support and the next set of targets to work on in school.

Feedback from school staff and parents/carers:

“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.”