

- **Conference Delegates will be able to choose to attend 2 of the 6 Seminars listed**
- **Complete the booking form and return to the office**

Don't Miss it!

18 MARCH 2006
BOOK NOW!!

Saturday 18th March 2006

**IMPERIAL COLLEGE LONDON
South Kensington Campus
58 Princes Gate
Exhibition Road, London SW7 2PG**

8.30 – 9.30	Registration & Coffee
9.30 – 9.45	Conference opened by Lynn Greenwold, Chief Executive, Patoss
9.45 – 11.00	Keynote Address by Prof Brian Butterworth
11.00 – 11.30	Coffee
11.30 – 12.45	First Workshop Session
12.45 – 2.15	LUNCH
1.30 – 2.00	AGM
2.15 – 3.30	Second Workshop Session
3.40 – 4.30	Discussion Groups for Networking
5.00	Bookshops close

Tea & Biscuits will be available from 3.30 – 5.00 pm

Books, resources and software will be on display and for sale

~ ~ ~ ~ ~

Keynote Address

Dyscalculia - Detection and Strategies for Success

*by Prof Brian Butterworth, Professor of Neuropsychology
Institute of Cognitive Neuroscience, University College London*

Dyscalculia is as prevalent as dyslexia, but is much less recognised, and there has been much less research into its causes and consequences. Because even primary school maths recruits a variety of cognitive capacities, including long term memory, working memory, reasoning, and spatial abilities, a variety of explanations in terms of these capacities have been proposed. However, recent studies suggest that instead dyscalculia may be due to a selective deficit in a capacity specific to basic numerical processing, with a clear hypothesis as to the neural basis of this condition. Professor Butterworth will discuss tests for identifying the deficit and also methods of intervention.

Brian Butterworth is Professor of Cognitive Neuropsychology in the Institute of Cognitive Neuroscience at University College London. He has recently been responsible for the development of the first test specifically for dyscalculia, the Dyscalculia Screener (2003), which won the BETT special educational needs software prize in 2004, and is currently being used in more than 10 countries around the world. With Dorian Yeo, he published help for teachers of dyscalculic children, *Dyscalculia Guidance* (2004). He leads a European network investigating numeracy and brain development, and is a core member of the OECD Brain Science and Learning Network.

The 6 Seminars/Workshops are:

1. Skills for Life: A Personal Journey

by Vanessa Ford

A Adult

This seminar is a review of the presenter's experiences of current practice, processes and procedures that have led her to provide opportunities for adult learners to improve their literacy, language and numeracy skills. This follows the recommendations made in Lord Moser's report 'A Fresh Start'. The presentation will address the use of the core curricula documents, continuing professional development and appropriate diagnostic assessment through standardised screening. It will explain how the four key targets:

- boosting demand
 - ensuring capacity
 - raising learner achievement
 - improving the standards
- have been supported as:
- a trainer delivering core curriculum training and professional qualifications at levels two, three and four;
 - a tutor teaching discrete basic skills classes, vocational awards and work place learning projects;
 - a co-ordinator implementing the Skills for Life Strategy across college.

Finally it will reflect on the effectiveness of the strategy for the presenter's own college in planning for sustainability and for her own personal development in terms of those materials and training programmes that have been of particular benefit .

Vanessa Ford currently holds the position of Skills for Life Co-ordinator at Herefordshire College of Technology. This role incorporates delivery of City and Guilds training awards for tutors at levels 2 and 3, teaching basic skills across college and taking the lead on Internal Verification procedures. Vanessa began teaching in Further Education in 1989 on vocational and employment training programmes. She holds a portfolio of basic skills qualifications and has recently achieved level 4 in adult literacy teaching. Vanessa trained and has delivered Core Curriculum training for the Basic Skills Agency in the county. Working towards quality provision and embedding Skills for Life has been a central part of her role through the Skills for Life Quality Initiative programmes.

~ ~ ~ ~ ~

2. Assessing Memory for ages 5 – 90 and Phonological Skills for ages 6 – 25

by Louise Green

P Primary **S** Secondary **A** Adult

In this session the presenter will give an overview of three tests available for use by specialist teachers to assess the memory and phonological skills of students and adults on an individual basis. The **Wide Range Assessment of Memory and Learning (WRAML2)** is

intended to provide a psychometrically sound measure of important core memory components. The six core tests can be used to find a Verbal Memory Index, a Visual Memory Index and an Attention/Concentration Index which together form the General Memory Index. The **Comprehensive Test of Phonological Processing (CTOPP)** has been designed to measure reading related phonological skills and provide a comparative index of phonological processing strengths and weaknesses. The six core subtests are used to give three composite scores; phonological awareness, phonological memory, and rapid naming and there are four additional subtests that give alternative scores for phonological awareness and rapid naming. The **Test of Word Reading Efficiency (Towre)** is used to screen subjects for reading speed and/or poor phonological decoding which could indicate the presence of specific learning difficulties.

Louise Green became interested in SpLD when her eldest son was diagnosed as 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 1999. She holds a practising certificate issued by Patoss and regularly writes reports for access arrangements at the Key Stage 3 National Curriculum Tests, GCSE and GCE as well as assessing students applying for the Disabled Students' Allowance. She currently teaches at one independent secondary school, three state grammar schools and one RAF base.

~ ~ ~ ~ ~

3. Using the Wide Range Intelligence Test to assess Verbal and Non-verbal Abilities.

by Mary Howard

P Primary **S** Secondary **A** Adult

This workshop will present an overview of the Wide Range Intelligence Test (WRIT) now readily available to specialist teachers. Discussion of the underlying principles, content, scoring procedures, interpretation and use of the test in practice will enable participants to evaluate its potential application in their setting. Advantages and disadvantages of its use will be discussed in comparison to other similar assessments.

Dr Mary Howard is Education Director of The 3D Centre for Specific Learning Difficulties (Dyslexia, Dyspraxia and Dyscalculia) in Halifax, West Yorkshire. She is a specialist dyslexia teacher with an RSA Diploma, and an occupational therapist with many years experience as an LEA learning support teacher, Senco and tutor on a certificate course in SpLD. After the Calderdale Learning Support Service was disbanded she established an independent consultancy 'Special Needs Assessment for Schools' and subsequently opened The 3D Centre in 2004 to provide assessment and tuition for children and adults, together with training courses for schools and employers in all aspects of SpLD.

4. Wiring the Brain for Reading

by Dr Duncan Milne

P Primary **S** Secondary **A** Adult

In this session the presenter will discuss:
1. the neural circuitry behind reading acquisition; and
2. the potential causes of disruption(s) within the reading system.

The first part will focus on the how modules are connected together to create the reading system. Special emphasis will be given to teaching methods and the benefits of balanced literacy. The second part will consider how the 'phonological model' can describe poor reading at the behavioural level, while a 'neurological model' can explain the various heterogeneous typologies observed clinically.

Dr Duncan Milne, an Educational Neuropsychologist, is the author of 'Teaching the Brain to Read', a teacher-friendly version of his PhD in Education and Psychology. Much of Duncan's research involved advanced brain-imaging techniques including fMRI and EEG. At the same time, Duncan worked with under-privileged children at the University of Auckland Reading Centre. He is passionate about dyslexia, both from a research and an intervention perspective. Duncan is also a director of BESA, Smart Kids, and a speaker for NASEN.

~ ~ ~ ~ ~

5. Assessing for Access Arrangements - update on JCQ Guidelines and Regulations for 2005-6

by Caroline Read

S Secondary

This presentation will cover the JCQ rationale for granting Access Arrangements to students, along with systems for the smooth running of applications and arrangements in schools. Caroline will examine the access arrangements that are available, looking at what is appropriate for certain needs, with recommendations for appropriate tests, making specific reference to the most recent changes.

Caroline Read has practical experience in all areas of the Access Arrangements process and is a trainer for LEAs, Universities and SEN Services. She has been a Specialist Teacher for Windsor & Maidenhead LEA and has carried out research into the use of Access Arrangements for QCA. She was a contributor to the PATOSS/JCQ publication 'Dyslexia: Assessing the need for Access Arrangements during Examinations', has written for the Times Educational Supplement and is currently working with Harcourt Assessment to develop tests.

6. Reading Intervention Programme

by Glynnis Smith

P Primary

Local authorities with schools are required to evaluate the impact of provision for pupils with reading difficulties. The number of pupils failing to reach level 3 in English at the end of Key Stage 2 has remained unchanged over the last decade despite the money spent on special educational needs.

North Yorkshire, in partnership with York University, introduced the Reading Intervention programme in 2003. The programme developed by Dr Peter Hatcher is based on Reading Recovery (M. Clay) and has been successfully used in Cumbria for many years.

North Yorkshire operates a modified version of Reading Intervention delivered by teaching assistants. The ten week programme has proved effective with the vast majority of pupils who make significant gains in reading and phonological awareness. There is sound evidence that gains made during the programme are sustained. The issue of pupils who make least progress is the subject of further research by the Centre for Reading and Language at York University.

Glynnis Smith works for North Yorkshire Education Service as the Consultant for Inclusion. In her role she has introduced a Dyslexia Handbook and a Dyslexia Quality Mark for schools. Her early career was in London where she worked as a teacher and deputy head. A move to Newcastle took place before she finally took up residence in North Yorkshire. Glynnis worked for many years at York St John (formerly Ripon and York St John) as a senior lecturer in Education eventually becoming Head of Continuing Professional Development. Glynnis has published books and articles during her career and has collaborated with Margaret Snowling and Peter Hatcher of York University on recent articles related to the Reading Intervention programme.

Imperial College London, South Kensington Campus is situated close to landmarks such as the Royal Albert Hall and the Science, Natural History and Victoria & Albert Museums, with Harrods and Hyde Park just a short walk away.

By Underground

The campus is approximately 5 minutes walk from South Kensington Station. Either follow the subway signposted to the museums or walk north up Exhibition Road. The College is next to the Science Museum.

By Road

Car parking on campus is severely restricted and you are advised NOT to bring a car. If this is unavoidable there are NCP car parks close by.

By Bus

Please look at www.imperial.ac.uk for details of bus routes.

Accommodation

For a list of local hotels visit www.imperial-accommodationlink.com or telephone 0207 594 9507/11

