



Our ref: BIH/1964

Your ref:

Date: as email

Dear Colleague

Re: Full Dyslexia Adult Diagnostic Assessment by Chartered Psychologist

We are delighted to enclose an information pack about our comprehensive dyslexia and dyspraxia diagnostic assessments. We charge a standard fee for the assessment no matter how long you take on the day to complete the assessment. Most people complete the assessment within three to five hours, but some individuals take up to eight. We aim to provide a quality report and not rush you through the assessment process to ensure you find the diagnostic assessment enjoyable and engaging. Our diagnostic assessments are more comprehensive than other providers. In addition to the face to face assessment, we also include a preliminary assessment lasting 1½ to 2 hours.

We use gold standard tests in our diagnostic assessments and evaluate more areas of difficulty than most other providers of dyslexia and dyspraxia assessments. All our assessments are carried out by Chartered Psychologists to ensure that you have, the highest possible quality report available for the price. Because of the depth of analysis and skill, we bring to the evaluation of learning difficulty; we can identify dyslexia and dyspraxia which often is undetected by screening tests and by cheaper diagnostic dyslexia assessments.

Most people have a home based assessment; this is more comfortable for the individual being assessed. You can take more natural breaks, and you are not in an unfamiliar environment. The cost of a home based assessment is just £475 if you need your report within four weeks. If you need your report within seven days, the fee is £775. There is no additional fee for a combined assessment of dyslexia and dyspraxia. The fee for a dyspraxia assessment is the same as the fee for a dyslexia assessment. If your home is not suitable for a home based assessment, you can come to one of our dyslexia assessment centres. The additional fee for our London Assessment Centre is £95. The address of our London Dyslexia Assessment Centre is Dr Bernard Horsford, Psychologist, Highgate Consulting Rooms, West Hill House, 6 Swain's Lane, London N6 6QS. You can get directions to our London dyslexia assessment centre by going to Google Maps and searching Dr Bernard Horsford, Psychologist.

What will your dyslexia assessment report look like? What will the process involve?

I have attached an example dyslexia diagnostic report this should give you an idea of the tests that we use in the process and the depth of analysis and guidance we provide to ensure you get all the help they need to realise their full potential in education. Please note that we have since updated our style of reporting from the one in the attached example. If you need a dyslexia or dyspraxia assessment for use in legal or immigration proceedings, you will need to book an expert witness assessment of dyslexia, these are charged at a higher fee.

Your report will be better than the one in the example and will be based on Advanced Assessments Ltd's new dyslexia reporting standard. In addition to the main dyslexia diagnostic assessment report, you receive a detailed Woodcock Reading Mastery Test (third edition) report with suggestions on how to improve your reading ability or Wide Range Achievement Test Report on how to improve your reading, spelling, and mathematics. You will also receive a full Wechsler Adult Intelligence Scale (Fourth) UK Edition report.

How to complete the free dyslexia screening test

Please complete the free screening questionnaire in the attached information pack. If your total score is 0 to 75, there is only a moderate risk that your child has dyslexia. The outcome of the full assessment might be that you





are not dyslexic or that you suffer from a very mild form. You scores 76 or higher, you should think very seriously about booking a full dyslexia diagnostic assessment as you are likely to have dyslexia. You will need a full dyslexia diagnostic report which meets the standards set by the Department of Education and the British Dyslexia Association, such as those provided by Advanced Assessments Ltd.

How to book your full dyslexia or dyspraxia diagnostic assessment or free initial call back

To book an assessment call my office on 020 8000078 or email my customer care team at wecare@advancedassessments.co.uk with the following information in the header of the email:

- *Your name – telephone number – preferred booking date.*
- *Your name – telephone number preferred initial callback date and time*

Your initial callback or preliminary assessment will take place after 18:00 on the evening of your choice. A psychologist will call you back to answer any detailed questions you might have after reading the information pack. Please let us know by return of email any dates and times when you are unavailable if your chosen date is not available. We only assess private clients for dyslexia at the weekend.

We cannot hold your preferred full dyslexia assessment date without payment. If your chosen date is lost, we will transfer your booking to the next possible date or refund your booking fee if the next possible date is not suitable for you. It is, therefore, advisable to contact us by email or phone to confirm that you are making payment for your preferred date before you make payment.

Please make payment at least five working days before the face to face assessment. Five days notice is recommended because the psychologist assessing you will need to review your documents and carry out a telephone or video linked preliminary assessment planning with you to better understand their needs in before the face to face assessment takes place. You will complete a range of tests in the preliminary assessment; we will also take a developmental history. The preliminary assessment takes place by phone, Skype, Face time or Google Hangouts. The preliminary assessment will take place at least two days before the full face to face assessment. The preliminary assessment is not mandatory, but we strongly recommend it as it will allow the psychologist to better plan for the face to face assessment and reduce the amount of time you needs in the face to face assessment. At the end of the face to face assessment, the assessing psychologist will have enough evidence to make an accurate diagnosis of dyslexia or dyspraxia. They will explain the findings of the mental ability and achievement tests to you and allow you to ask any questions.

How to pay your full dyslexia or dyspraxia assessment fee.

You can pay the fee for the assessment by bank transfer to our bank account:

Advanced Assessments Ltd

Account Number: 14120135

Sort Code: 52-10-33

Bank: NatWest

Please include your name as a reference for the payment.

If you would like to pay by credit card, please advise us of this in your email we will send you an electronic PayPal credit card invoice from Sankofa Financial Services, who handle our credit card payments. Once we receive payment, a psychologist will contact you on the mobile number that you provide to plan for your assessment in more detail and answer any questions you might have.

What you need to send before the evaluation takes place

When you have booked your assessment, please provide the following:



- ✓ Copies of your examination results and any educational reports and dyslexia screening assessments carried out previously.
- ✓ Any documentary evidence of difficulties you that you think might be attributable to dyslexia.
- ✓ The completed dyslexia screening questionnaire.
- ✓ A written summary of any aspects of your developmental history that you might think demonstrates you have dyslexia (please see the screening questionnaire for the type of evidence that is likely to be relevant). The developmental history is usually one to two pages long.
- ✓ Any medical evidence to the diagnosis of dyslexia.
- ✓ An indication of whether any other family members have dyslexia (even in the extended family), this will be helpful to know.
- ✓ Details of both the of your parent's professional background and qualifications.
- ✓ A signed copy of our Client Care Agreement.

If you are found to have dyslexia, the report will allow they will able to gain a range of reasonable adjustments in education and including extra time.

Thank you again for your enquiry, we look forward to working with you.

Yours faithfully

Dr Bernard Horsford
Chief Executive & Consultant Chartered Psychologist
Advanced Assessments Limited

Enclosures:

1. Dyslexia Screening test
2. Advanced Assessments Ltd's Client Engagement Agreement
3. Example Full Dyslexia Diagnostic Assessment Report
4. Dyslexia Screening Test
5. Privacy Policy

Neil Adult: Dyslexia Diagnostic Assessment Report



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Examinee's name:	Neil Adult
Date of assessment:	15 April 2016
Date of birth:	1 August 1975
Age at assessment:	40 years, eight months
Recommended reassessment date:	15 April 2016
Date of Report:	17 May 2016
Examinee's Professional Address:	Any Employer, Any Street, Somewhere, SS9 5HP
Job Title	Biomedical Scientist
Last Education Institution Attended:	University of Learning
Highest Qualification:	MSc Medical Science

Name of the author of this report & contact details

The author of this report:

- Is a Chartered Occupational Psychologist
- Is a neuropsychologist and is full member of the British Psychological Society's Division of Neuropsychology
- Certifies that this assessment has been conducted and the report written in accordance with the SpLD Working Group 2005/DfES Guidelines for Assessment of SpLDs in Higher Education.

A handwritten signature in black ink, appearing to read 'Bernard Horsford', written over a horizontal line.

Dr Bernard Horsford,

PhD, D Occ Psych. MBA, MSc, LLB, BA, DipAdEd, DipM, FCIPD, MAPM, MloD, FIC, MAE, MEWI, C Psychol, AFBPsS

Chief Executive & Consultant Chartered Psychologist

Advanced Assessments Ltd, 180 Piccadilly, London W1J 9HF

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1. Summary

- 1.1. Neil has specific disabilities relating to the time that it takes him to complete tasks.
- 1.2. When investigating dyslexia, the results from the cognitive assessment are analysed to determine whether the areas of difficulty relate to the usual weaknesses associated with this form of specific learning difficulty. Neil's performance on a range of completed cognitive, literacy and phonological tests were found to be consistent with a dyslexic profile. In contrast with his verbal comprehension index, which was in the high average range, he had significant difficulties with tasks measuring non-verbal working memory and visual processing at speed. Some phonological processing difficulties were also observed.
- 1.3. Once the cognitive profile has been analysed, this information is compared to the results achieved on the literacy assessments. Neil's scores indicate that his reading accuracy skills are below expectations given his above average verbal abilities. He makes some visual processing errors when reading continuous text, and his speed of reading is slow. Neil's reading comprehension skills under timed conditions do not reflect his verbal understanding. Neil's spelling skills are below average and below expectations given his verbal abilities.
- 1.4. He found organising his thoughts in writing difficult; his writing freehand was poorly structured.

2. Main recommendations – extended recommendations are at the end of this report

- 2.1. Neil suffers from the disability of dyslexia; his condition is a disability within the meaning of the Equality Act 2010. He will require additional support and reasonable adjustments in education and employment.
- 2.2. Neil is entitled to some reasonable adjustments (accommodations) in examinations and employment. These will be addressed in the work based assessment element of this report. Neil should have access to financial support to fund the necessary additional support that he needs to undertake further study. Neil should provide a copy of this report to any educational establishment he attends and the National Network Assessment Centres (or alternative body) who will advise further on the necessary support available through Disabled Student's Allowance. He should also provide a copy of this report to the Access to Work, who should contribute to funding for the equipment and support that he needs.



2.3. For exams:

- (a) Neil will require a minimum of 15 minutes extra reading time before the examination starts. The actual amount of extra time required over the 15-minute minimum be dependent on the content, form and duration of the examination. Ultimately, the amount of extra time required in excess of the minimum should be determined in consultation with Neil and a suitably qualified psychologist of his choice. *Rationale:* Neil's extremely low processing speed as evidenced by his scores on the WAIS-IV and his very slow reading speed as evidenced by his oral fluency scores on the WRMT-III.
- (b) Neil will require additional reading time when given self-study materials to read at home. *Rationale:* Neil's low processing speed as evidenced by his scores on the WAIS-IV and his very slow reading speed as evidenced by his oral fluency scores on the WRMT-III.
- (c) Rest breaks of 5 minutes every 45 minutes. *Rationale:* Neil's poor memory abilities as evidenced on the TOMMAL-2. Neil is likely to become increasingly confused without these breaks.
- (d) More detailed recommendations and the rationale for those recommendations are set out in the recommended support section of this report and the WAIS-IV and WRMT-III test results in Annex 1 and 2 of this report.
- (e) A minimum of twenty-five per cent extra time should be allowed in examinations. *Rationale:* Neil's slow processing speed and poor memory as evidenced on the WAIS-IV means that he will have difficulty in completing exams accurately within the allotted time.

3. Background information

- 3.1. Neil attended private school, and was assessed at the age of 12 and found to be dyslexic he was sent to a dyslexia specialist school in North Somewhere. He undertook GCSEs and gained a grade C in science, a C in history, a C in geography a D in English and a D in maths. He took his exams three times.

Neil Adult: Dyslexia Diagnostic Assessment Report



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- 3.2. At A level, he took Biology, and Geography and obtained a grade D in both exams. The main problem he has in exams is concentration; he does not have a diagnosis of ADHD, and there is no evidence of this condition from his clinical presentation.
 - 3.3. He says that he gets up set and very distracted, and he misses it out. He still fidgets now and gets a bit nervous but not to the extent that would cause any significant problems. I asked what he would do he said that he might be looking out of the window when he should pay attention.
 - 3.4. He attended Somewhere University. He became ill partway through the first year (he contracted glandular fever) so he had two years out of university.
 - 3.5. Neil told me that he enjoyed studying science in particular. In exams, he was given an extra 15 min every hour. He obtained a 2:2 at university in his degree at Somewhere University and an M.Sc in Medical Microbiology from the University of Westminster. He then found temporary employment. After that, he commenced work at Any Employer.
 - 3.6. He tells me that colour overlays have been tried before for reading, and these are of no benefit.

Current difficulties

- 3.7. Neil tells me that he gets stressed out. I have reviewed his performance appraisal reports over the past three years this line managers have assess Neil's performance as satisfactory. I, therefore, followed this up in more detail by telephone assessment.
- 3.8. Before Neil took up his current position, he held a temporary role of environmental health licensing officer at South Dyslexia District Council. He held this role for approximately six months. There were no problems with his performance. He visited some licensing establishments and was responsible for liaison with stakeholders. He described his work performance in that role as good. However, he says that he had some difficulty in using the computer system. He also indicated that he had difficulties in taking notes while on the telephone.
- 3.9. We turned to consider how we should interpret the results of his psychometric tests. Although Neil clearly has a dyslexic profile, some of his reported difficulties are clearly manageable, and his performance across some the tests was not as severe as I often see in practice.

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- 3.10. Against this background we had to consider how Neil's personality and early experiences exacerbate his symptoms of dyslexia at work. He finds it difficult speaking to people on the telephone at work and has preferred to communicate in writing by email. This tendency to communicate in this way stems from a low self-esteem and poor academic self-concept. Neil worries about what people think about him. He has had low self-esteem since he was a child ever since he left his parents and went to school. He describes his early experiences at school as traumatic. One of the tasks that he had to undertake was to read aloud in school. Because he could not read aloud in school he was ridiculed by his teacher and other children. Neil recalls that he was only four to five years old at the time, but he still remembers the event vividly and this upsets him.
- 3.11. Between the ages of 4 to 12, his academic performance at school suffered greatly. He would spend a large amount of time looking out of the window because he was disengaged with the lesson and also had attention problems.
- 3.12. By the age of 13, he was formally diagnosed with dyslexia. He found it difficult to concentrate at school, and this difficulty is evident in his professional life at work now. He did not like to mention this to others at school or indeed during his professional career because of fear.
- 3.13. Because of his experiences in education from an early age, he has always felt inadequate.
- 3.14. Neil's father is trained as a computer engineer, but then decided to run a public house. His father has a diploma.
- 3.15. Neil's mother by profession was an administrator working at Rank on a part-time basis. She did not have a degree when Neil was growing up. Neil has a younger brother; he also has a half-brother on his mother's side and a half-brother and sister on his father's side. His paternal brother suffers from ADHD.
- 3.16. Neil's parents wanted Neil and his brother to do well in education. His mother particularly pushed him because she was never able to finish her A-levels at the time. She wanted the children to go as far as possible. Because of this, Neil felt under pressure while he was younger to achieve. His parents arranged private tutors to help Neil learn phonics.
- 3.17. Neil has a brother who has a 2:2 degree in product design and so Neil's performance is relatively consistent with that of his siblings.

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- 3.18. In addition to depression or low mood caused by Neil's early childhood experiences, he also is aware that his diet and weight has suffered because of lifestyle in the past. He recognises that working long hours under stress results in weight gain and it would be helpful if he gained further support and advice perhaps by being referred to a healthy lifestyles programme. Such a programme would be available on a free referral basis from his general medical practitioner. The programme would result in increased well-being through a range of free support resources such as access to gyms with personal trainers and up to 12 sessions free at Slimming World. These lifestyle changes will result in improved physical well-being. This, in turn, will result in improved self-image and a reduction in his depressive symptoms. These lifestyle changes would form part of a package of support, which would include cognitive behavioural therapy.
- 3.19. Neil recounted the anxiety that he felt about not being able to go back to university and undertake further study. He stated that he felt that he could not study any further. In my assessment, he is likely to have some fairly longstanding negative perceptions about his academic abilities and these perceptions impact on his performance on a range of academic and occupational tasks. They do so by interacting with his underlying condition of dyslexia, thus making the severity of his symptoms more severe than is immediately apparent from the objective assessment of those symptoms through clinical tests.
- 3.20. We returned again to Neil's early experiences. His time at the specialist dyslexia school had a great impact on him. I felt that although this was helpful in providing him the type of curriculum and balanced support that he clearly needed at the time, the experience may well have blown out of proportion his perception of the impact of his underlying dyslexia profile. Neil spent from the ages of 11 to 12 at boarding school. He did not particularly relish the prospect of going to boarding school at first, but he says that when he got there, it was okay. It seems that there appears to be a relatively strong association between Neil's experiences of education and his current occupational performance. For instance, it is likely that the helplessness that he associated with being a young person at school has transferred to the workplace. It is for those working with Neil to help him accept that he does have the power to shape his destiny and that he is now a much older, much wiser individual than the helpless child ridiculed at school because of his inability to read in front of the class.

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- 3.21. Neil tells me that he did not initially want to go to a specialist dyslexia school in Devon. He states that he felt angry and frustrated with his diagnosis of dyslexia and the consequences of it. I reminded Neil that many people with dyslexia profiles have achieved significantly, these include individuals such as Einstein and Richard Branson to name a few. He did, however, recall some positive memories of being at this school and in particular, he was keen on the range of activities that were available to him at the school. He is, therefore, likely to develop if he is given structure and variety in his current role. His confidence about any new tasks will need to be built gradually.
- 3.22. Neil should remember that despite the particular hurdles he has faced, he has still achieved. He had the determination to retake English and maths three times before eventually passing. Those attempts show considerable determination on his part. However, they also indicate his propensity to become anxious and as a result of this underperform when under pressure. It is not that, on assessment Neil does not have the ability to perform in English and maths, his performance in these and, perhaps other areas at work is inextricably linked to his low mood and his depressive outlook.
- 3.23. He undertook A-levels at the same time as retaking his GCSEs. He found writing essays difficult, although he describes the experience of learning enjoyable. It is therefore for Neil to engage in specific small development projects in the first place and to stimulate continually his interest in learning so as to build confidence in his abilities.
- 3.24. He describes himself as having a love/hate relationship with study. He tells me that he always wanted to know more about scientific and factual subjects.
- 3.25. When Neil eventually attended university, he failed a few of the exams. Neil's tutors told him to go away and come back.
- 3.26. The principal problem that he has in exams (and this is borne out by the results of the psychometric tests) is processing speed. He describes himself as not being able to complete the work within the allotted time. He is likely to be slower than his comparators in completing tasks at work so should be allowed extra time.
- 3.27. His marks for examinations were always variable, and these ranged from 40% to 80%. He tended to do best on things that he found interesting. This clearly has implications for Neil in the workplace, in that ideally, he should be given work which meets his specific interests providing these can be balanced with the needs of the business.

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- 3.28. As a result of the experiences of learned helplessness that Neil has developed over the years, he continually struggles to ask for help and assistance. He is, therefore, likely to respond best to a management style which is proactive in encouraging. This will create an environment where Neil feels able to come forward and ask for help and support. There needs to be a clear undertaking that such requests will not undermine his manager's confidence in him. Indeed, an environment should be created where there is positive encouragement, not pressure, for Neil to ask for support and assistance.
- 3.29. Neil's final degree was in microbiology, and he completed this at the University of Hertfordshire. Part of the reason for moving from Liverpool to Hertfordshire to complete his studies was that this was nearer his parents.
- 3.30. He started the first year of a Masters in Science but did not complete the course because he had transport difficulties which resulted in his journey time being increased to nearly two hours each time he attended the course.
- 3.31. Neil's main problems in an occupational context are communication. Neil's performance appraisal reviews confirm this. In addition to communicating, he has to read a lot of strategic plans, statutory documents and policies, and procedures. Because of his slow processing speed, he is likely to find this difficult. He is also likely to find writing at speed difficult particularly in a pool office. Applications such as Text Help Read&Write can assist by reading the text. In addition to this, it is an excellent tool for correcting grammar, meaning of words and distinguishing words which sound similar, but are spelt in different ways.
- 3.32. Neil is likely to respond well to an extended programme of cognitive behavioural therapy and counselling. He still has nagging thoughts that he is not good enough. Because of his low self-esteem and depressive outlook he does not feel confident in managing other people and this outlook has also resulted in him stagnating in the same role for over six years. Further coaching, therefore, might be beneficial in helping Neil develop his confidence and managerial skills. This should work to move him out of the current defensive stance that he has adopted. Perhaps the sessions can also help Neil to identify his academic achievements and become more confident in his academic abilities.
- 3.33. Although he has had some counselling and found this helpful, I do not consider that six sessions are enough to deal with the extent of his underlying symptoms. In addition to this and the training resources, I have highlighted he requires further training on improving his organisational skills and project management.

Reasonable adjustments required in the workplace

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- 3.34. As far as is work is concerned, the main problem that Neil faces is that it takes him considerably longer to complete pieces of work than others. This is probably due to his slow processing speed.
- 3.35. As far as the work environment is concerned, he finds it very difficult when working in open plan offices because of the distractions. Ideally, he should not work in situations with a large amount of background noise and should have access to a quiet room or a small office when completing important work. When Neil works in situations, where there is a considerable amount of background noise, this results in a high number of errors.
- 3.36. In addition to the positive factors, arising from his parent's high professional achievement Neil has benefited from considerable private tuition and attended a private school.
- 3.37. Neil reported the following symptoms which are consistent with a diagnosis of dyslexia:
- Getting tired quickly when reading;
 - Finding himself thinking about other things when reading;
 - Making errors when reading;
 - Finding it difficult to stay focused;
 - Finding it hard to remember names;
 - Finding it hard to pronounce words correctly when talking;
 - Understanding and using big words that he cannot spell;
 - Forgetting to spell words that he knows sometimes;
 - Finds it difficult to spell words that he has not seen before;
 - Finds it difficult to read words that he is unfamiliar with;
 - Understands big words but cannot spell them;
 - Gets stuck reading words;
 - Eyes feel out of coordination when reading text;
 - Words appear to be blurred or hard to focus when reading;

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- Difficulties with word retrieval or mispronunciation and spoonerisms;
 - Disorganisation, a poor sense of clock time and poor time management;
 - Significant discrepancies between ability and achievement resulting in poor academic performance;
 - Words appear to move, appear blurred or hard to focus on when reading;
 - Difficulty in extracting the sense from written materials;
 - Slow reading speed;
 - Frequent loss of place on page when reading;
 - An inability to skim through or scan over reading material;
 - A high degree of distractibility when reading
 - A visually irritating glare from white paper and whiteboards;
 - Intractable spelling problems;
 - Omission of words, especially when writing under pressure;
 - Awkward handwriting or/and slow handwriting speed;
 - An unexpected difference between oral expression and written expression with oral contributions being much better than written contributions of the same subject;
 - Speech difficulties;
 - Difficulties in word retrieval or word mispronunciation and spoonerisms;
 - A delay in responding to questions because of a delay in hearing what is being said and understanding it;
 - Memory problems;
 - Numeracy problems, a high level of errors in calculations;
 - Disorganisation and a poor sense of clock time.



4. Test conditions

- 4.1. The assessment took place at Neil's workplace, and there was a telephone follow-up assessment while Neil was at home. The test environment was not likely to have negatively affected Neil's test results.
- 4.2. Neil appeared to be comfortable throughout the assessment; there were no obvious health problems displayed during the assessment. He appeared to be focused throughout the assessment and showed a high level of motivation to complete the tests properly. He displayed no obvious signs of anxiety during the assessment.

Assessment

5. Attainments in Literacy

5.1. Reading

- 5.1.1. Assessment of reading ability was undertaken using the Woodcock Reading Mastery Tests (form A). The results of the assessment is reported at a 95 percent confidence interval.

Basic skills

- 5.1.2. The basic skills cluster consists of the Word Attack and Word Identification tests and provides a broad measure of basic reading skills.
- 5.1.3. Neil's performance in basic skills is average. He achieved a standard score of 90 (although his true score is likely to lie between 82 – 98, using a 95% confidence interval). His ability is, therefore, average on this cluster. His results are in the 25th percentile, and this equates to an age equivalent reading ability of 14:9 years.
- 5.1.4. The Relative Performance Index (RPI) describes the probability of success on tasks or items that the average student of the same grade or age can perform easily. Neil's relative performance index of 75/90 indicates that he has limited to average proficiency in this area and that basic skills are likely to be difficult for Neil.

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- 5.1.5. Growth Scale Values (GSVs) measure the examinee's ability on a developmental continuum ranging from pre-kindergarten to adult. GSVs range from 288 to 682. A GSV of 500 corresponds with the achievement of an average student finishing third grade. Neil's overall GSV for basic skills was 530.

Word attack

- 5.1.6. The Word Attack subtest requires an examinee to read nonsense words of increasing difficulty. The test measures the examinee's increasing ability to apply phonological and structural analysis skills to unfamiliar words. The test begins with simple consonant – vowel combinations and concludes with multisyllabic nonsense words to determine an examinee's ability to apply structural analysis skills. Nonsense words were chosen as the stimuli for this test because the task then simulates the real life task faced by a person encountering an unknown – but real – word.
- 5.1.7. Neil achieved a standard score of 82 (although his true score is likely to lie somewhere between 72 – 94, using a 95% confidence interval). His results can, therefore, be described as below average. This placed his results in the 13th percentile and equated to an age equivalent reading ability of 13:0 years.
- 5.1.8. Neil's relative performance index of 66/90 indicates that he has limited proficiency in this area and that he finds it very difficult to apply phonological and structural analysis skills to unfamiliar words. His GSV for Word Attack was 505.

Word Identification

- 5.1.9. The Word Identification test requires an examinee to read words of increasing difficulty. It is not assumed that the examinee knows the meaning of any correctly identified word.
- 5.1.10. Neil achieved a standard score of 98 (although his true score is likely to lie between 88 – 108, using a 95% confidence interval). His performance can, therefore, be described as average. His results fell within the 45th percentile and equates to an age equivalent reading ability of an individual aged over 18:2 years.
- 5.1.11. Neil's relative performance index of 89/90 indicates that he has average proficiency with reading real words and that he finds it manageable. His GSV for Word Identification was 555.



Reading Comprehension

- 5.1.12. The Reading Comprehension cluster consists of the Word Comprehension and Passage Comprehension tests. This cluster provides a broad measure of reading comprehension skills.
- 5.1.13. Neil achieved a standard score of 106 (although his true score is likely to lie between 102 – 110, using a 95% confidence interval). His ability is therefore average on this cluster. His results are in the 66th percentile and equates to an age equivalent reading ability of someone older than 19.
- 5.1.14. Neil's relative performance index (RPI) of 95/90 indicates that he has average to advanced proficiency in this area and that he finds this easy. His GSV for this cluster was 546.

Word Comprehension

- 5.1.15. The Word Comprehension test measures reading vocabulary from the three different levels of cognitive processing in the form of antonyms, synonyms, and analogies. Antonyms consist of 23 items, Synonyms, and Analogies of 40 items. The Antonyms of the WRMT-III measures the examinee's ability to read a presented word and then orally provide a word that means the opposite. The Synonyms section asks the examinee to read a word and then state another word which approximates its meaning. The analogies section requires an examinee to read a pair of words and ascertain the relationship between the pairs of words, then read the first word of a second pair and supply a word that approximates its meaning. Finally, the Analogies section requires an examinee to read a pair of words and ascertain the relationship between the pairs of words, then read the first word of a second pair and supply a word to complete the analogy appropriately.
- 5.1.16. Neil achieved a standard score of 102 (although his true score is likely to lie between 96 – 108, using a 95% confidence interval). His performance according to his standard score is average. His results fell within the 55th percentile, and he has an age equivalent reading ability of someone over the age of 19.
- 5.1.17. Neil's relative performance index of 92/90 indicates that he has average proficiency with reading vocabulary from these different levels of cognitive processing. His needs are manageable. Neil's GSV for Word Comprehension was 539.

Passage Comprehension



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- 5.1.18. The Passage Comprehension test measures an examinee's ability to study a sentence or short passage and exercise a variety of comprehension and vocabulary skills in identifying a missing word. The task is a modified cloze procedure that uses a blank line to represent the missing word. The items were selected so that the examinee will not be likely to provide an acceptable response by reading a few words on either side of the blank. Instead, to complete the item the examinee must understand not only the sentence containing the blank but the other sentence(s) in the passage as well. Thus, a correct response demonstrates that the examinee has understood the entire passage.
- 5.1.19. About 40% of the passages are one sentence long and are related to the text. The pictures in these items do not simply illustrate the text but are a source of information required by the examinee to determine an appropriate word to complete the sentence. The picture text items allow the measurement of passage comprehension skills at a much lower grade or age level than would be possible with text only items.
- 5.1.20. Neil achieved a standard score of 109 (although his true score is likely to lie between 103 – 115, using a 95% confidence interval). His performance according to his standard score is, therefore average. His results fell within the 73rd percentile, and his age equivalent performance is comparable to someone over the age of 19.
- 5.1.21. Neil's relative performance index of 97/90 indicates that he has average to advanced proficiency with passage comprehension, and he is likely to find this easy. His GSV for Passage Comprehension was 552.

Listening Comprehension

- 5.1.22. The Listening Comprehension test measures the ability to comprehend spoken language and includes items that test both literal and inferential comprehension skills. Examinees listen to each passage and answer a question about its content.
- 5.1.23. Neil achieved a standard score of 80 (although his true score is likely to lie between 72 – 88, using a 95% confidence interval). His performance according to his standard score is, therefore, below average. His results fell within the 9th percentile, and his age equivalent performance is comparable to someone age 12:8 years old.
- 5.1.24. Neil's relative performance index of 51/90 indicates that he has limited to average proficiency with listening comprehension; he is likely to find this very difficult. His GSV for Listening Comprehension was 519.



Oral Reading Fluency

- 5.1.25. The Oral Reading Fluency test measures the ability to integrate learned reading abilities such as decoding, expression, and phrasing fluently. The task requires the examinee to read one or two passages ranging in length from around 80 words for a first grader to 200 words for an adult. While the examinee reads aloud, the examiner records any errors. Also rated is fluency in phrasing, expression, and smoothness.
- 5.1.26. Neil achieved a standard score of 84 (although his true score is likely to lie between 77 – 91, using a 95% confidence interval). His performance according to his standard score is, therefore, below average. His results fell within the 14th percentile, and his age equivalent performance is comparable to a 10:6-year-old.
- 5.1.27. Neil's relative performance index of 47/90 indicates that he has limited reading fluency proficiency, and he is likely to find this very difficult to manage. His GSV for oral reading fluency was 509.

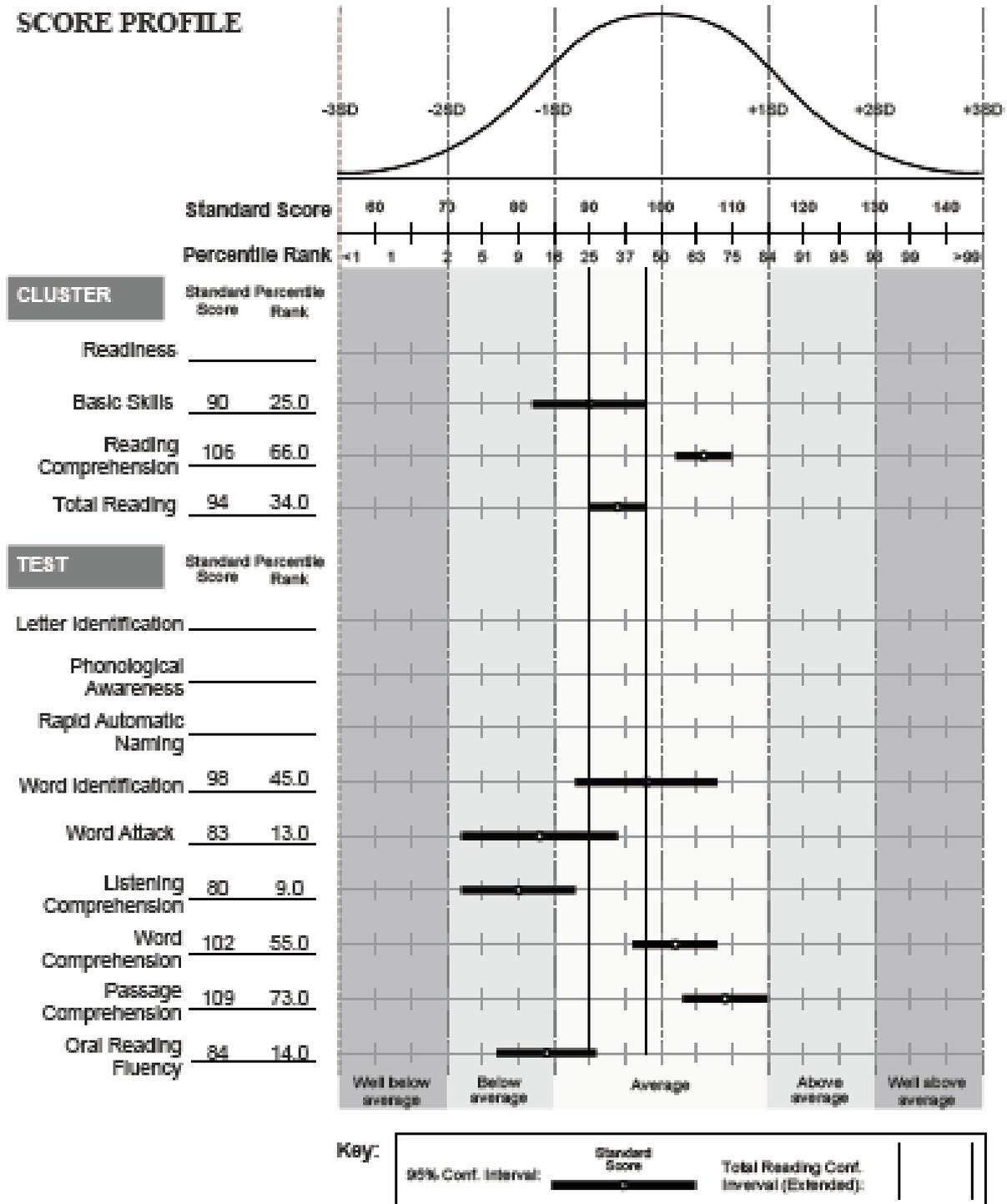
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Figure 1: Woodcock Reading Mastery Profile of Neil's Reading Weaknesses

SCORE PROFILE





Total Reading

- 5.1.28. The combined score of all of the reading clusters is known as the total reading score. Neil achieved a standard score of 94 (although his true score is likely to fall between 90 – 98, using a 95% confidence interval). His overall performance was average. His scores fell within the 34th percentile, and his age equivalent performance is comparable to a 16:4-year-old.
- 5.1.29. His relative performance index of 84/90 indicates that he has average reading proficiency, and his problems are likely to be manageable. His GSV was 532.

5.2. Spelling

- 5.2.1. An analysis of Neil's spelling was carried out using the Wide Range Achievement Test 4.
- 5.2.2. The Spelling subtest utilizes a dictated spelling format to measure the ability to encode sounds into written form as letters or words. Neil attained a standard score of 86 which is within the Below Average range. A standard score of 86 is equivalent to a percentile rank of 18. This means that 18% of students in the standardization sample obtained a standard score at or below 86 on the Spelling subtest. Based on the standard score, Neil obtained an NCE of 30 and a Stanine score of 3. His performance on the Spelling subtest is also comparable to the average score of students in the standardization sample who were in the 3rd month of Grade 8. It is important to note that grade equivalency scores must be interpreted with some caution as they may not produce actual instructional levels but instead reflect the performance of students assessed while in that particular grade.
- 5.2.3. Neil has scored below the average range in Spelling. This should be noted as a sign for possible remedial considerations in this area. Available individual and group support systems may be considered in collaboration with teachers, aides, peers, and family sources to attempt to raise academic performances.



5.3. Writing

5.3.1. An assessment of writing was carried out using the Detailed Assessment of Speed of Handwriting 17 plus. Neil's results are set out in Table 1 below.

Table 1: Neil's Detailed Assessment of Speed of Handwriting 17+ results

Task	Raw Score	Standard Score	Percentile
Best Copy	29 words per min	11	50
Alphabet Writing	56 words per min	5	5
Copy Fast	31.5 words per min	7	16
Free Writing	17.2 words per min	5	5
Sum of Standard Scores		28	
Total Standard Score	81	78 – 87 ¹	12

5.3.2. An analysis of Neil's free handwriting indicates the reasonable use of vocabulary. Several sentences were not presented grammatically. He has a tendency to write using simple rather than complex sentence structures. He produced work that I was able to follow.

5.3.3. An analysis of Neil's free handwriting revealed that his handwriting was not well structured using the normal subheadings that one would expect to see from a piece of free writing. Some of the letters were very poorly formed.

5.3.4. His written expression could have been improved as could the use of grammar and syntax. Parts of his handwriting were illegible.

Handwriting speed

5.3.5. An analysis of Neil's handwriting found that there were no difficulties in respect of his handwriting speed.

6. Underlying Ability

6.1. IQ Test results

6.1.1. Neil was assessed using the Wechsler Adult Intelligence Scale 4th UK Edition (WAIS-IV). The following results were found:

¹ The results are reported at a 68 per cent confidence interval + or - 6.

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Table 2: Neil's Wechsler Adult Intelligence Scale WAIS results

Indices	Composite Score (95% Confidence)	Percentile Rank	Qualitative Description
Verbal Comprehension	112 (106 - 117)	79	High Average
Perceptual Reasoning	104 (98 - 110)	61	Average
Working Memory	95 (89 - 102)	37	Average
Processing Speed	71 (66 - 82)	3	Borderline
Full Scale IQ	97 (93 - 101)	42	Average
General Ability	108 (103 - 113)	70	Average
Verbal Comprehension Subtests			
	Scaled Score		
Similarities	10	50	
Vocabulary	12	13	
Information	15	95	
Comprehension	11	63	
Perceptual Reasoning Subtests			
Block Design	10	50	
Matrix Reasoning	13	84	
Visual Puzzles	9	37	
Figure Weights	12	75	
Picture Completion	14	91	
Working Memory Subtests			
Digit Span	10	50	
Arithmetic	8	25	
Letter-Number Sequencing	9	37	
Processing Speed Subtests			
Symbol Search	3	1	
Coding	6	9	
Cancellation	7	16	

- 6.1.2. The WAIS-IV provides index scales related to specific areas of cognitive functioning: Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed. The full-scale score provides an overall summary score that estimates an individual's general level of intellectual functioning.
- 6.1.3. Neil received a composite score for the verbal comprehension index that placed his verbal abilities in the high average range. This score represents his ability to define words in his vocabulary, conceptual development, verbal reasoning abilities and his general knowledge. The lower scores on the core indexes suggest that Neil's VCI may be the best estimate of his ability.

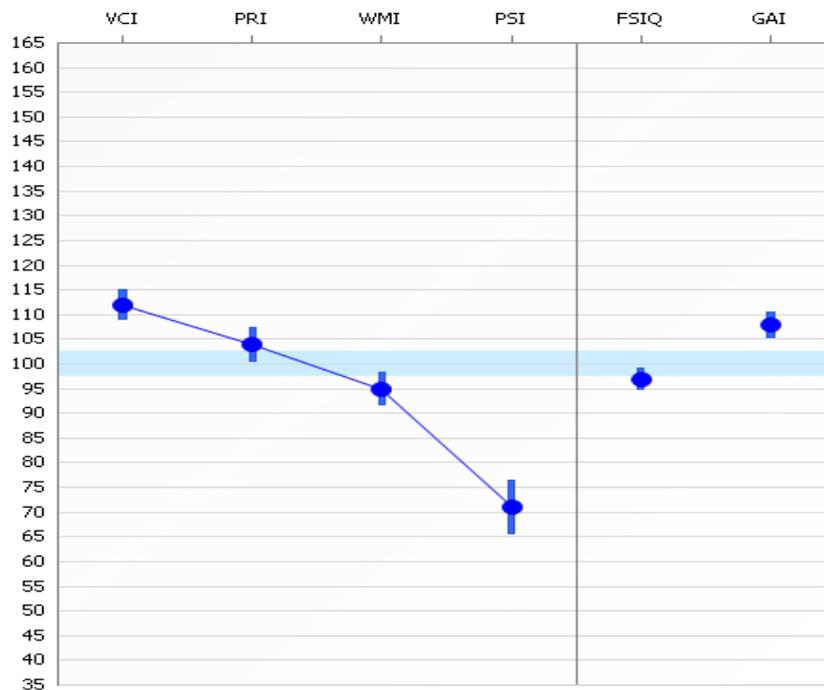
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- 6.1.4. The perceptual reasoning index assesses the ability to apply logic and reasoning when solving non-verbal problems, the ability to use visual and spatial awareness when working with patterns and designs and nonverbal reasoning ability. His performance was average on the Block Design task, which assesses spatial/visual perception alongside manual dexterity.
- 6.1.5. The Working Memory Index represents a person's ability to retain temporarily and process auditory information simultaneously. Within these tests, the information increases in length and complexity.

Figure 2: Neil's WAIS-IV profile showing memory & processing speed problems



- 6.1.6. Three subtests are considered when calculating the Processing Speed Index. They assess skills that require hand-eye coordination, fine motor processing, dexterity and visual information processing. Neil's scores placed his abilities in the borderline range. Recommended support in respect of the areas measured by the WAIS-IV is set out in detail in the full WAIS-IV report, which is reproduced in the appendix to this report.



6.2. Cognitive Processing

6.2.1. The results of the Test of Memory and Learning (Second Edition) which is referred to as TOMAL-2 shows that Neil’s memory skills are below his intellectual skills. The results of the TOMAL-2 show that Neil’s relative memory difficulties relate both to non-verbal and verbal memory.

Table 3: Neil’s Test of Memory and Learning results

Indices	Index Score	Percentile Rank	Qualitative Description	Cumulative Intersubtest Scatter
<u>Core Composites Index Scores</u>				
	95% CI			
Verbal Memory Index (VMI)	65 (58 - 72)	1	Very Deficient	45.3%
Non Verbal Memory Index (NMI)	62 (54 - 70)	<1	Very deficient	14.4%
Composite Memory Index (CMI)	58 (52 - 64)	<1	Very deficient	37.3%
<u>Supplementary Composites</u>				
Verbal Delayed Recall Index (VDRI)	80 (77 – 88)	9	Below average	
Attention/Concentration (ACI)	88 (84 – 92)	21	Below Average	
Sequential Recall Index (SRI)	78 (73 – 83)	7	Deficient	
Free Recall Index (FRI)	72 (63 – 81)	3	Deficient	
Associative Recall Index (ARI)	58 (50 – 66)	3	Deficient	
Learning Index (LI)	61 (53 – 69)	<1	Very Deficient	

Table 4: Neil’s Test of Memory and Learning subtest results

Subtest	Scaled Score	Percentile Rank	Qualitative Description	Subtest Significance
<u>Verbal Tests</u>				
Memory for stories (MSF)	7	16	Below Average	ns
Word Selective Reminding (WSR)	5	5	Deficient	ns
Object Recall (OR)	4	2	Deficient	ns
Paired Recall (PR)	3	1	Very Deficient	ns
Digits Forward (DF)	10	50	Average	
Letters Forward (LF)	12	75	Average	
Digits Backward (DB)	8	25	Average	
Letters Backward (LB)	7	16	Below Average	
<u>NonVerbal Tests</u>				
Facial Memory (FM)	2	<1	Very Deficient	ns
Abstract Visual Memory (AVM)	8	25	Average Deficient	.05/.01
Visual Sequential Memory (VSM)	1	<1	Very Deficient	.05/.01
Memory for Location(MFL)	6	9	Below Average	.05
Visual Selective Reminding (VSR)	4	2	Deficient	
Manual Imitation (MI)	4	2	Deficient	



6.2.2. There were some statistically significant differences between the subtests measuring various aspects of Neil's memory, indicating uneven memory abilities. These are detailed in Table 5 below:

Table 5: Neil's Test of Memory and Learning subtest comparisons

Subtest	Difference	Significance Level	Discrepancy Frequency
Core Comparisons			
VMI vs NMI	3	ns	86.6%
VMI vs VDRI	15	.01	20.1%
NMI vs VDRI	18	.01	24.6%
CMI vs VDRI	22	.01	8.7%
Supplementary Comparisons			
CMI vs ACI	30	.01	3.5%
CMI vs SRI	20	.01	12.9%
CMI vs FRI	14	.05	11.9%
CMI vs ARI	13	.05	19.6%
CMI vs LI	0	ns	100%

7. Conclusion

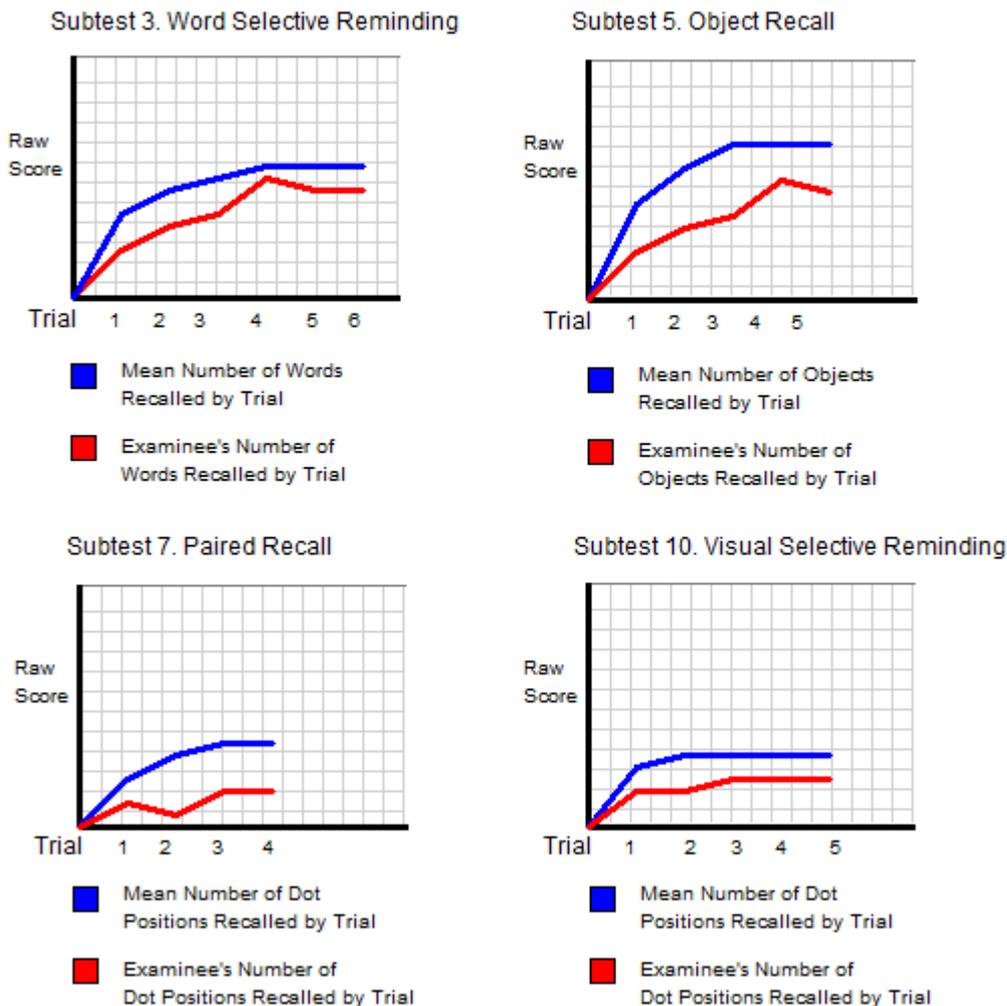
7.1. When investigating dyslexia, the results from the cognitive assessment are analysed to determine whether the areas of difficulty relate to the usual weaknesses associated with this form of specific learning disability. Neil's performance on a range of cognitive, literacy and phonological tests completed were found to be consistent with a dyslexic profile. In contrast with verbal abilities in the high average range, he had significant difficulties with tasks requiring the use of auditory working memory, and visual processing speed. The learning curve analysis in figure 2 below sets out graphically Neil's limited memory ability on each type of subtest.



Figure 3: Neil's TOMMAL-2 learning curve analysis

Examinee: Neil Perry

Examiner: Dr Bernard Horsford



7.2. Phonological processing difficulties were observed. Once the profile was analysed, this information was compared to the results achieved for the literacy assessments. Neil's scores indicate that his reading accuracy skills are at a proficient level; however, they are well below expectations given his verbal skills and the high average verbal comprehension index. He makes some visual processing errors when reading continuous text, and his reading speed is slow. Neil's comprehension skills, under timed conditions, do not entirely reflect his verbal understanding. Neil's spelling skills are at a proficient level but below expectations given his verbal abilities. Organising his thoughts in writing can be difficult.



7.3. Neil suffers from the disability of dyslexia. His condition is a disability within the meaning of the Equality Act 2010.

8. Recommended Support for Examinations

8.1. For exams Neil should have:

(a) Neil will require a minimum of 15 minutes extra reading time before the examination starts. The actual amount of extra time required in excess of the 15-minute minimum will be dependent on the content, form and duration of the examination. Ultimately, the amount of extra time required more than the minimum should be determined in consultation with Neil and a suitably qualified psychologist of his choice.

Rationale: Neil's extremely low processing speed as evidenced by his scores on the WAIS-IV and his very slow reading speed as evidenced by his oral fluency scores on the WRMT-III.

(b) Neil will require instruction by a teacher or additional reading time when given self-study materials to read at home.

Rationale: Neil's extremely low processing speed as evidenced by his scores on the WAIS-IV and his very slow reading speed as evidenced by his oral fluency scores on the WRMT-III.

(c) Rest breaks of 5 minutes every 45 minutes. *Rationale:* Neil's poor memory abilities as evidenced on the TOMMAL-2. Neil is likely to become increasingly confused without these breaks.

(d) A minimum of twenty-five per cent extra time should be allowed in examinations. *Rationale:* Neil's slow processing speed and poor memory as evidenced on the WAIS-IV means that he will have difficulty in completing exams accurately within the allotted time.

8.2. There should be a minimum of 25% additional time in examinations in both verbal and written assessments.

8.3. Where possible work should be examined by take-away assignments rather than examinations under timed conditions to compensate for Neil's poor memory abilities, slow handwriting speed and slow processing speed.



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- 8.4. Where it is not possible to avoid written examinations under timed conditions, a five-minute supervised rest break every 45 minutes may be helpful to reduce stress and improve concentration.
- 8.5. The use of a laptop or computer to type answers is likely to increase legibility. Access to a spell checker should also benefit Neil.

Additional Support

- 8.6. Additional individual tuition should be provided to:
- (a) Learn the underlying structure of subjects that he will be examined in, this is best coming from the institution that he studies at or from someone with deep knowledge of the curriculum of that institution.
 - (b) Extend knowledge of sound structures and develop accuracy and spelling skills.
 - (c) Learn techniques to read/scan text and identify the key aspects.
 - (d) Learn examination and time management techniques.
 - (e) Learn Mind Mapping techniques to record the key facts from reading in a succinct form that emphasises their connections.
 - (f) Develop skills and confidence about written communication, particularly.
 - (g) The use of Mind Mapping as a visual planning technique and to aid the structuring of content, particularly when writing answers under timed conditions.
 - (h) Strategies to proofread and correct work more quickly.
- 8.7. Ideally, these sessions would relate to the context of Neil's course and examination structure provided by the higher education institution that he attends.
- 8.8. I would envisage a minimum of two hours additional tuition per week, with this increasing around examination times.
- 8.9. Cognitive behavioural therapy would be helpful in developing appropriate positive thinking strategies and in managing anxiety associated with exams. This is also likely to be extremely useful in managing stress at work, which is likely to exacerbate his condition.



8.10. Testing indicates that Neil has shown some relative weakness in Spelling.

9. Recommended Support for in the Work Place

9.1. Due to Neil's ability, he experiences difficulties with performing all aspects of his administrative duties, and this particularly affects how he carries out the computer side of his job role.

9.2. If Neil is not provided with help, he will continue to work but be disadvantaged compared to his non-disabled peers, as he will be unable to perform some of his work duties to the highest level of efficiency.

A. Identified Work-Related Needs and Solutions — Reading.

9.3. Neil states that due to his dyslexia, he has some difficulties with punctuation, spelling and grammar; his reading speed is slow, and he has difficulty with comprehension of written material and proofreading his work, and he is mindful that the above can take him longer than it should.

Recommendation: TextHelp Read and Write Gold 11.5

9.4. TextHelp Read and Write Gold is a powerful proofreading tool for those with dyslexia who need to use the PC intensively. It has a significantly more powerful Spell Checker than the standard Spell Checker found in most software such as MS Word and a full dictionary to ensure good spelling, a homophone checker that can highlight easily confused words (e.g. there and their) and a full thesaurus. These facilities will be of great benefit to Neil.

9.5. The other feature that will be of great benefit is the text-to-speech features of TextHelp Read and Write Gold (it can speak what is on-screen, allowing the user to have the text read aloud for the quick efficient reading of documents and emails, et cetera). As Neil's auditory skills are strong, the benefit of implementing this software is likely to be very significant.

B. Identified Work-Related Needs and Solutions — Writing.

9.6. Neil states he has difficulties with spelling; fluency of writing, quality and presentation of written work, sentence and document structure; speed and accuracy of data entry.



Recommendation: Dragon Naturally Speaking Professional to the latest version

- 9.7. This is computer software that will allow Neil to replace conventional reliance on a keyboard with the use of his voice to dictate to the computer. As he currently finds producing documents in a conventional way difficult due to dyslexia, this software could help him considerably.
- 9.8. Neil can use Dragon for producing documents and emails et cetera. Once he is appropriately trained, the use of Dragon should lead to much-improved work productivity and speed of production.
- 9.9. I would strongly suggest that any computer or laptop that Neil uses meets the specification recommended by Dragon to ensure the best accuracy of Dragon software.

C. Identified Work-Related Needs and Solutions – Writing with Dragon.

- 9.10. Problems with background sound adversely affecting the accuracy of Dragon software when using Dragon, leading to Dragon making unnecessary errors.

Recommendation: Sennheiser PC8 USB Binaural Headset

- 9.11. The accuracy of Dragon can suffer if a standard headset is used. If Dragon is to be a credible alternative to typing, then the user must have confidence in the product, which will be achieved by ensuring the highest possible level of accuracy is reached. The Sennheiser PC8 Headset will deliver excellent recognition quality as it contains facilities for significantly reducing background sounds.
- 9.12. I would strongly suggest that a noise cancelling headset (as above) is always used when using Dragon software.

D. Identified Work-Related Needs and Solutions –Memory.

- 9.13. Neil reports having great difficulty with remembering information given to him and making written notes is also proving difficult.

Recommendation: Olympus DS7000 Digital Voice Recorder

- 9.14. I would suggest Neil is provided with a small pocket sized voice recorder, such as the Olympus DS7000 Digital Voice Recorder. The Olympus DS7000 will enable him to take extensive verbal notes, whether in or out of the office; notes can be organised into files and folders and, crucially, voice files can be uploaded into Dragon and translated into text in, for example, Microsoft Word. This last feature could be of particular benefit to Neil.

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- 9.15. It is suggested that Neil is provided with three half days of training, concentrating on the following programmes:
- Two half days getting started, using Dragon with Microsoft Word and e-mail, as well as using the Olympus DS7000 with Dragon; and
 - One half day using Dragon with Internet Explorer, plus a summary of all that has been learned.
- 9.16. Speech recognition products are complex to set up and require specialist attention. I would, therefore, suggest that only a Dragon Certified Instructor is used to undertake the training for this software.
- 9.17. I have included some training time for using the Olympus recorder in combination with Dragon (not just for using the Olympus recorder), but to teach the uploading of verbal files from the Olympus DS7000 into Dragon and then translating them into text on the PC.
- 9.18. Also, the Olympus DS7000 has a complex file, folder, and directory structure specifically designed to encourage good file management and effective, efficient organisation of work. This structure will need to be explained to Neil, who will need to practise using the machine under observation.
- 9.19. Half days are strongly suggested as this training format would best suit Neil's client's learning style and allow for review of information learned during prior sessions.
- 9.20. The suggested training above is entirely related to Neil's disability needs; his computer competence is not in doubt. The trainer will be able to teach the commands and procedures to make efficient use of the adaptive technology.
- 9.21. Neil stated that due to his dyslexia, he thought he would benefit from being provided with a support worker to assist him for approximately five hours per week, to help him with some of his administration tasks, such as typing up documents, et cetera.
- 9.22. Over the last few years, there have been significant improvements in the assistive software and this should help him to become much more independent in his job. However, he stated that he still felt that he may benefit from having this kind of support worker, particularly while in the transitional period while he is getting used to the new equipment and software and new way of working.

Training and new processes



9.23. The above suggestions are intended to assist the client with their difficulties, and to benefit over the longer term. As many dyslexic people have difficulties with the learning of new systems and processes. It is, therefore, likely that, due to this, they may take longer to learn and retain new methods, and there may not be an immediate improvement in the level of difficulties. As with any new user or trainee, I suggest that the client would need a period – perhaps 3 to 6 months – to put a new way of working into practice before becoming more proficient and therefore more productive.

10. Summary of Recommended Support for Employment and Education

10.1. In summary, Neil would benefit from the following equipment and support at work and in education:

- Mind mapping software;
- Evernote and electronic flashcards applications for mobile phone;
- Training in the use of mind mapping software and memory techniques and project management techniques.
- Text help Read and Write;
- The Grammarly proofreading application
- A digital tape recording device for note taking in class;
- Audio note taker software
- Live scribe or an alternative electronic note-taking device;
- Speech to text software such as Dragon Dictate Professional;
- A Sennheiser PC8 USB Binaural Headset
- A Dictaphone for dictating essays and reports such as the Olympus DS7000;

- Support from a note taker during lessons and a short term support worker at work (one month in the first instance) until he becomes familiar with using the equipment indicated above;
- Five half days of Dyslexia Strategy Training

- One day Text Help Read and Write Gold Training

- One day Training for Dragon Professional and using the Olympus DM650 with Dragon

The author of this report:

Neil Adult: Dyslexia Diagnostic Assessment Report



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-
- Is a Chartered Occupational Psychologist
 - Is a neuropsychologist and is full member of the British Psychological Society's Division of Neuropsychology
 - Certifies that this assessment has been conducted and the report written in accordance with the SpLD Working Group 2005/DfES Guidelines for Assessment of SpLDs in Higher Education.

Name:
Dr Bernard Horsford

Signature:

A handwritten signature in black ink, written over a horizontal line. The signature is cursive and appears to read 'Bernard Horsford'. The line is slightly tilted upwards from left to right.

Date 17 May 2016



APPENDIXES

- Appendix 1: Useful Resources**
- Appendix 2: Quotations**
- Appendix 3: WIAS-IV Full Report**
- Appendix 4: WRMT-III Full Report**



Appendix 1: Useful resources

Information about specific learning difficulties in the workplace can be found at:
www.beingdyslexic.co.uk/information/workplace.php.

YouTube has clips where people talk about and explain dyslexia including:
Kara Tointon's BBC documentary Don't Call Me Stupid at
<https://www.youtube.com/watch?v=L7cfD0PMV84> and
<https://www.youtube.com/watch?v=vTvsYXrVzfk>
Dyslexia, so what is it all about? by Mike Juggins, Dyslexia Foundation (UK) at
<http://www.youtube.com/watch?v=HDUfVCo6ito>.

If interested in seeking further information on dyslexia, the following website address is for the **British Dyslexia Association** and **Dyslexia Action**:

<http://www.bdadyslexia.org.uk/>

(Click on RokTalk at the top of each page for it to be read aloud).

There is also a national helpline on **0845 251 9002** for free help and advice.

<http://www.dyslexiaaction.org.uk/> (Click on Read aloud at the top of each page).

This has local centres for advice and information. The London Centre is at c/o RNIB, 105 – 121 Judd Street, London, WC1H 9RN, telephone 0207 117 5227.

In addition, the following books might also provide useful:

Dyslexia in the Workplace, 2nd Edition, Bartlett D. and Moody, S., with Kindersley, K. (2010) published by Wiley Blackwell, ISBN 978-0470683743.

Dyslexia: How to survive and succeed at work by Sylvia Moody, published by Vermillion, ISBN 978-0091907082.

How to Succeed in Employment with Specific Learning Difficulties: A Guide for Employees and Employers by Amanda Kirby (2014), ISBN 978-028564261.

That's the Way I think: Dyslexia, Dyspraxia and ADHD explained by David Grant, 2nd Edition 2010, a David Fulton book, published by Routledge, ISBN 978-0415564649.

Making Dyslexia Work for You by Vicki Goodwin and Bonita Thomson, ISBN 9780415597562 Palgrave Macmillan has produced a series of study skills books which cover all aspect of academic skills required in further and higher education and training. Details of these can be found at <http://tinyurl.com/k7h69yz>.

Progression Planning.

What the customer can expect following the assessment.

Dyslexia Awareness

It may be helpful if Neils colleagues and managers could be made aware of the below websites:

www.beingdyslexic.co.uk/information/workplace/introduction_for_employers.php

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It also contains a concise description of dyslexia and promotes a better understanding. Also, this website can help employers to get the best from someone with dyslexia:

<http://www.bdadyslexia.org.uk/about-dyslexia/adults-and-business/identifying-reasonable-adjustments.html>

It contains advice regarding reasonable adjustments in the workplace which may be made to assist dyslexic employees.



Appendix 2: Quotations

1) Product Name or Service.			
TextHelp Read and Write Gold version 11.5			
Supplier Details: Hands Free Computing Ltd, Mob: 07921 88712 Tel: 0845 899 0880 Fax: 0845 899 0440 E-mail: info@hands-free.co.uk Website: www.hands-free.co.uk	Cost (excluding VAT)	£	£385.00
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£385.00
All costs will include installation and setup where appropriate. The companies suggested may also have a returns policy on items deemed not fit for purpose. Please check this prior to ordering.			
Description or Specification.			

2) Product Name or Service.			
Dragon Naturally Speaking Professional to the latest version			
Supplier Details: Hands Free Computing Ltd, Mob: 07921 88712 Tel: 0845 899 0880 Fax: 0845 899 0440 E-mail: info@hands-free.co.uk Website: www.hands-free.co.uk	Cost (excluding VAT)	£	£255.00
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£306.00
All costs will include installation and setup where appropriate. The companies suggested may also have a returns policy on items deemed not fit for purpose. Please check this prior to ordering.			
Description or Specification.			

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3) Product Name or Service.			
Sennheiser PC8 USB Binaural Headset			
Supplier Details: Hands Free Computing Ltd, Mob: 07921 88712 Tel: 0845 899 0880 Fax: 0845 899 0440 E-mail: info@hands-free.co.uk Website: www.hands-free.co.uk	Cost (excluding VAT)	£	£27
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£32.40
All costs will include installation and setup where appropriate. The companies suggested may also have a returns policy on items deemed not fit for purpose. Please check this prior to ordering.			
Description or Specification.			

4) Product Name or Service.			
Olympus DS7000 Digital Voice Recorder			
Supplier Details: Hands Free Computing Ltd, Mob: 07921 88712 Tel: 0845 899 0880 Fax: 0845 899 0440 E-mail: info@hands-free.co.uk Website: www.hands-free.co.uk	Cost (excluding VAT)	£	£390.00
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£468
All costs will include installation and setup where appropriate. The companies suggested may also have a returns policy on items deemed not fit for purpose. Please check this prior to ordering.			
Description or Specification.			

Neil Adult: Dyslexia Diagnostic Assessment Report



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5) Product Name or Service.			
5 half days Dyslexia Strategy Training			
Supplier Details: AME TeamWorks Contact: Paula MacGibbon E-mail: paulamacgibbon@gmail.com Tel: 0203 411 8785 or 0207 607 6522	Cost (excluding VAT)	£	£220.00 per half day, £1,100 for 5 half days
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£264.00 per half day, £1,320 for 5 half days
Supplier Details: Hands Free Computing Ltd, Mob: 07921 88712 Tel: 0845 899 0880 Fax: 0845 899 0440 E-mail: info@hands-free.co.uk Website: www.hands-free.co.uk	Cost (excluding VAT)	£	£220.00 per half day, £1,100 for 5 half days
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£264.00 per half day, £1,320 for 5 half days
Supplier Details: The Speech Centre, Speak IT Ltd Tel: 01892 661116 Fax: 01892 668177 Web: www.thespeechcentre.co.uk	Cost (excluding VAT)	£	£295.00 per half day, £1,475 for 5 half days
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£354.00 per half day, £1,770 for 5 half days
All costs will include installation and setup where appropriate. The companies suggested may also have a returns policy on items deemed not fit for purpose. Please check this prior to ordering.			
Description or Specification.			

Neil Adult: Dyslexia Diagnostic Assessment Report



Prepared by Advanced Assessments Ltd

6) Product Name or Service.			
Olympus DS7000 Digital Voice Recorder			
Supplier Details: AME TeamWorks Contact: Paula MacGibbon E-mail: paulamacgibbon@gmail.com Tel: 0203 411 8785 or 0207 607 6522	Cost (excluding VAT)	£	£245.00
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£294.00
All costs will include installation and setup where appropriate. The companies suggested may also have a returns policy on items deemed not fit for purpose. Please check this prior to ordering.			
Description or Specification.			

Neil Adult: Dyslexia Diagnostic Assessment Report



Prepared by Advanced Assessments Ltd

7) Product Name or Service.			
3 half days refresher training for Dragon Professional and using the Olympus DM650 with Dragon			
Supplier Details: AME TeamWorks Contact: Paula MacGibbon E-mail: paulamacgibbon@gmail.com Tel: 0203 411 8785 or 0207 607 6522	Cost (excluding VAT)	£	£245 per half day, £735 for 3 half days
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£294 per half day, £882 for 3 half days
Supplier Details: Hands Free Computing Ltd, Mob: 07921 88712 Tel: 0845 899 0880 Fax: 0845 899 0440 E-mail: info@hands-free.co.uk Website: www.hands-free.co.uk	Cost (excluding VAT)	£	£245 per half day, £735 for 3 half days
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£294 per half day, £882 for 3 half days
Supplier Details: The Speech Centre, Speak IT Ltd Tel: 01892 661116 Fax: 01892 668177 Web: www.thespeechcentre.co.uk	Cost (excluding VAT)	£	£240 per half day, £720 for 3 half days
	Delivery Cost	£	£0
Quotation Number	TOTAL COST (inc VAT & Delivery)	£	£288 per half day, £864 for 5 half days
All costs will include installation and setup where appropriate. The companies suggested may also have a returns policy on items deemed not fit for purpose. Please check this prior to ordering.			
Description or Specification.			



Below is a free screening test for you to complete if you believe that you might suffer from dyslexia. If your scores in Part 1, indicate that you have a strong or high possibility that you suffer from dyslexia, please complete Part 2 of the test and email our answers to wecare@advancedassessments.co.uk before booking an assessment by calling 0208 2000078. You will require a formal diagnostic assessment with a chartered psychologist specialising in dyslexia to confirm a diagnosis of dyslexia. The chartered psychologist will use their clinical judgment and a range of tests which are only available to chartered psychologists to confirm a diagnosis and produce your report.

Part One: Dyslexia Screening Test

Do you find it difficult telling your left from right? **Yes** **No** [10]

Do you get tired quickly when you read? **Yes** **No** [10]

Do you frequently find yourself thinking about something else when you are reading?

Yes **No** [10]

Do you often make many errors when reading? **Yes** **No** [20]

Do you find it difficult stay focused? **Yes** **No** [20]

Do you find it hard to remember names? **Yes** **No** [20]

Do you find it hard to pronounce words correctly when talking?

Yes **No** [10]

Do you forget how to spell short words you know sometimes?

Yes **No** [20]

Do you find it difficult spelling words that you have not seen written down before?

Yes **No** [30]

Do you find it difficult to read words you are unfamiliar with?

Yes **No** [30]

Do you understand and use big words that you cannot spell?

Yes **No** [20]

Do you get stuck with words you cannot read? **Yes** **No** [10]

Do your eyes feel a little out of coordination when reading text?

Yes **No** [10]



Additional Information: (The questionnaire is designed as force choice please put any additional information here.)

Writing problems

- An intractable spelling problem Yes No

- Confusion of small words such as which/with Yes No

- Omission of words, especially when the writer is under pressure
Yes No

- Awkward handwriting and/or slow writing speed
Yes No

- An unexpected difference between oral and written expression, with oral expression
Yes No

- Oral contributions being typically of a much higher quality than written accounts of the same subject matter in terms of structure, self-expression and correct use of words.
Yes No

Additional Information:

Other difficulties

- Early speech and language problems. Many dyslexic children have received speech therapy, usually for phonological difficulties, especially between the ages of 3 and 7.
Yes No

- Glue ear (Otitis media) which usually affects the acquisition of auditory discrimination skills, which in turn impacts on the development of phonics in reading.
Yes No

- Immune system disorders (e.g. asthma, eczema) amongst children with dyslexia.
Yes No



- Oral skills, fairly articulate, a lack of logical structure in speech as well as in writing.
Yes No
- Difficulties in word retrieval or by mispronunciation and spoonerisms.
Yes No
- A delay in responding to questions due to a slight lapse between hearing what is said and understanding it – an inefficiency in aural processing possibly connected with the working memory system.
Yes No
- Memory problems
Yes No
- Numeracy, unexpected inaccuracy in calculation or copying of digits, failure to remember calculation procedures, difficulties with remembering multiplication tables.
Yes No
- Other developmental disorders, e.g. ADHD or dyspraxia
Yes No
- High levels of anxiety and a 'panic' reaction is experienced by some dyslexic people when placed in situations you cannot cope.
Yes No
- Disorganisation, a poor sense of clock time (often associated with underlying memory problems) and/or a poor awareness of space poor time management.
Yes No
- Significant discrepancies between obvious ability (IQ) and achievement resulting in poor academic performance underachievement in literacy.
Yes No

Additional Information:



IMPORTANT THIS SECTION MUST BE COMPLETED

Please provide details of:

The last educational institution you were at
Your grades
Your dates of attendance
The level of the course

If you are currently studying or intend to study, please provide details of
The Name and address of the institution you are studying at:
Your grades
Your dates of attendance
The duration of the course and your current year
The level of the course

Your home address:

Signed.....Print Name:.....



ADVANCED ASSESSMENTS LTD
Expert Witnesses & Psychologists

Client Engagement Agreement

2018

Terms and conditions for private client assessments for educational, occupational and therapeutic assessments that have not been commissioned for the use in court proceedings and will not be used in court proceedings.

Private Client
Terms &
Conditions

ADVANCED ASSESSMENTS LTD
TERMS AND CONDITIONS FOR
DYSLEXIA, DYSPRAXIA, AUTISM, ADHD & MENTAL HEALTH
ASSESSMENTS

Advanced Assessments Ltd believes that its services should be positive experiences, providing, wherever possible, answers to questions and suggestions on how to move forward. As explained in Advanced Assessments Ltd leaflets, assessment, screening and consultation exercises are key elements of understanding an individual's strengths and difficulties and planning appropriate action. The focus of the overall process is always the individual and it is this person's interests that will be put first. In order to obtain a balanced picture it is helpful to have background information from home, schools, employers, etc. However, no contact will be made with any outside agencies without prior approval and, as explained in our data protection statement, no information will be released without prior approval.

The following Terms and Conditions are designed to describe fully the operation of Advanced Assessments Ltd's services and to minimise the potential for misunderstanding.

Advanced Assessments Ltd will:

- 1)
 - a. arrange a suitable assessment, screening or consultation for the client¹ with a Chartered Psychologist²
 - b. arrange an assessment, screening or consultation for the client that is relevant to the reason for referral and within the area of Advanced Assessments Ltd's expertise as described within its website.
 - c. when suitable to do so, request completion of suitable questionnaires covering background information and, when appropriate, request additional information from relevant agencies relating to the reason for referral.
 - d. ensure that when a client is individually assessed, he/she will receive provisional, verbal feedback from the assessor immediately after the assessment session.
 - e. provide reports in approximately four weeks unless an expedited fee has been agreed in which case the assessment will be returned within seven days. Individual assessments will highlight the client's cognitive strengths and weaknesses, offer advice on appropriate learning and coping strategies, and give information on sources of appropriate teaching and advice/support etc, where relevant. When appropriate, reports will be circulated to both purchasers and clients
 - f. arrange for assessments and screenings to be performed in a suitable assessment room (when taking place in Advanced Assessments Ltd's premises)
 - g. will complete a Form 8 if instructed to, the fee for completion of Form 8 is £300 and does not form part of the fee for the assessment.

1 A 'client' being assessed can be an adult, young person or a child. Where the client being assessed is a child, i.e. under the age of 16 years, the client's parent(s) will usually be considered as the client for the purpose of confirming to these Terms and Conditions. Young persons aged 16-17 are entitled to the same duty of confidence as adults. Therefore, their parents should explain and discussed with them in advance the reason for the assessment, and obtain their agreement to proceed within the conditions of the above Terms and Conditions. However, it should be noted that children of any age who have the capacity and understanding to make decisions about their own treatment are also entitled to a duty of confidence and to decide whether their personal information

should be disclosed to a third party. Where children do not have the requisite capacity and understanding, decisions to pass information may be taken by a person with parental responsibility in consultation with the professional assessor involved. A client can also be the purchaser of Advanced Assessments Ltd's services. See Section 6.

2 In exceptional circumstances, psychologists under supervision with conditional chartered status may be allocated

- g. provide waiting area facilities at its main centres³. However, clients should note that Advanced Assessments Ltd office staff cannot be held responsible for the supervision of children on Advanced Assessments Ltd premises while their parents are receiving post-assessment feedback
- h. try to conform as much as possible to clients' own terms and conditions and related instructions. In particular cases, individual agreements or contracts will be made

2)

- a. provide the client being assessed or screened with suitable literature on Advanced Assessments Ltd's where appropriate
- b. attend to any queries about reports as quickly as possible that arise after the assessment. However any such queries will be chargeable at our normal professional rate of £200 per hour plus VAT.

3)

- a. in all of its dealings, conform to UK law concerning the processing and storage of information, employment and civil rights of the client being assessed⁴

4)

- a. enable and support its teachers and consulting psychologists to apply their professional codes of conduct/ethics at all times when engaging with their clients
- b. monitor and maintain acceptable standards of quality from its personnel and consulting psychologists
- c. arrange for educational and psychological assessments, screening and consultations to be performed only by appropriately qualified personnel or Chartered⁵, independent psychologists, respectively.

³ Waiting facilities cannot be guaranteed at all outposts

⁴ In particular, the Data Protection Act 1998, Equality Act 2010 and Article 8, (right to private life) Human Rights Act 1998

⁵ Psychologists under supervision of a chartered status may be allocated

5)

Advanced Assessments Ltd reserves the right to accept a referral, terminate it, or not or not circulate a report, if:

- a. the referral appears to be outside its area of expertise
- b. there is an apparent conflict of interest between relevant parties
- c. if any relevant parties are in or intend to be in, dispute
- d. Advanced Assessments Ltd's reputation is or could be, compromised
- e. Where the report commissioned is going to be used in proceedings or contemplated proceedings, and the party commissioning the report has failed to commission instruct Advanced Assessments Ltd as an expert witness at its normal professional rate.
- f. there are current legal or tribunal proceedings that may be affected by Advanced Assessments Ltd's involvement
- g. it cannot provide the report in the time required
- h. the fee has not been paid at the required time
- i. the staff member or psychologist decides to terminate his/her involvement for any just reason
- j. the client being assessed fails to comply with any of the conditions in (7) below and where such failure could compromise the validity of the assessment
- k. the relevant Questionnaire/Authorisation Form(s) (and Letter of Instruction where appropriate) have not been signed by the appropriate person(s) and returned to Advanced Assessments Ltd.
- l. in the case of termination or non-acceptance of a referral or non-circulation of a report, under sub-clauses a, b, c, d, e, f, h, i, and k above, and if a fee has already been received, the administrative and assessment fees shall not be returned.
- m. if the client cancels, postpone or rearranges the assessment less in less than seven working days' notice the full fee will be not be refunded.

6)

The commissioner/purchaser (if not the client being assessed) will:

- a. complete and return relevant Advanced Assessments Ltd questionnaires, or other pertinent information, when requested to do so
- b. use reports for the sole purpose of attending to the needs of the client being assessed
- c. Pay the full fee for the report if it decides at any stage not to wait for the final report.
- d. not use or circulate any report for any other purpose than for what it is intended
- e. pay fees, when requested to do so by Advanced Assessments Ltd and agree to pay the full fee for appointments cancelled in less than five working days without or notification of prior warning or good cause, will result in loss of the agreed fee⁶
- f. respect the confidential status of reports and conform to the regulations of the Data Protection Act 1998, the General Data Protection Regulations and our Privacy Policy.

- g. agree with the client being assessed, in advance of the assessment, the reason for referral to Advanced Assessments Ltd and obtain the client's agreement to proceed with the assessment
- h. agree with the client being assessed, in advance of Advanced Assessments Ltd's involvement, the arrangements for distribution of reports.
- i. disclose all material facts that might lead to the assessment being more complicated than that usual in good time, such as advising if it is suspected that the individual being assessed has multiple learning difficulties.
- j. agree to the client being assessed being provided with a confidential report that will not be circulated to other people without his/her agreement

7)

The client being assessed will:

- a. be punctual for the assessment
- b. co-operate fully with all requirements of the assessment process
- c. confirm with the assessor assessing if any confidential information is given verbally or on Advanced Assessments Ltd's questionnaires should not be divulged within reports
- d. inform the assessor if he/she has received an assessment in the past that may have a bearing on the assessment to be performed
- e. inform Advanced Assessments Ltd prior to the assessment of any personal health or other factors that may influence the assessment to be performed
- f. bring with them any prescription spectacles needed to see fine details when working with materials at a table
- g. complete and return relevant Advanced Assessments Ltd questionnaires or other pertinent information when requested to do so
- h. arrange for assessments and screenings to be performed in a suitable room this needs to be free from noise and have a table or desk where two people can sit and two chairs.
- i. not use or circulate the report for any other purpose than for what it is intended
- j. unless funded by a third party, pay the fee when requested to do so by Advanced Assessments Ltd and agree to pay the full fee for appointments cancelled or postponed without notification of prior warning or good cause
- k. respect the confidential status of the report and conform to the regulations of the Data Protection Act 1998, the General Data Protection Regulations and our Privacy Policy.
- l. where applicable, agree with the commissioner/purchaser of the assessment, in advance of the assessment, the reason for referral to Advanced Assessments Ltd and give their written agreement to proceed with the assessment
- m. make full and frank disclosure of all material facts before instructing Advanced Assessments Ltd.
- n. where applicable, agree with the commissioner/purchaser of the assessment, in advance of the assessment, the arrangements for distribution of the assessment report

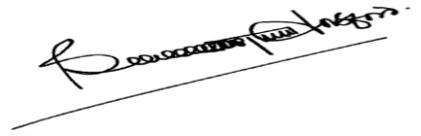
o. agree to all of the above terms and conditions

I agree to all of the above terms and conditions

Signed

Signed

Name:

A handwritten signature in black ink, appearing to read "Dr Bernard Horsford", is written over a horizontal line.

Dr Bernard Horsford
For and on Behalf of Advanced Assessments
Ltd

Date:

6 Advanced Assessments Ltd prefers that payment be made via one paying agent only.

Advanced Assessments Ltd - Privacy Notice

This Privacy Notice sets out how we protect your 'data' (personal details and records) we do this to comply with the General Data Protection Regulation or GDPR (Europe) and The Data Protection Act 2018 (UK). A summary of how GDPR is being implemented, why confidential information is held and how this is protected can be found by visiting: <https://ico.org.uk>

It is assumed that by engaging in this assessment or service, you are consenting to records being kept. For the avoidance of doubt, we (or those who instruct us) might ask you to sign a consent form. If we believe you lack capacity or if you are a child we might seek consent from an appropriate adult.

- Keeping records is an essential component of healthcare, which helps in understanding how best to help and forms the basis of any reports needed. We usually keep your records for any of the following reasons:
 - Preventative or Occupational Medicine.
 - Legal defence necessary for the establishment, exercise or defence of legal claims whenever courts are acting in their judicial capacity.
 - Where the data subject has given explicit consent.
 - Research.
 - Where it is necessary to protect the vital interest of the data subject or some other person where the data subject is physically or legally incapable of giving consent.
 - Employment relationship.
 - Where a data subject has already put information in the public domain.
- Confidentiality is maintained at all times (i.e. your information is not shared) unless there are *exceptional* circumstances such as risk to yourself or others. If believe you or a child is at risk other services such as your GP or police may be contacted without your consent, as this is a professional obligation. Please see The British Psychological Society, Generic Professional Practice Guidelines www.bps.org.uk
- We operate a system of peer review and supervisor review, where we believe that it would be helpful for a peer or supervisor to review the content of a report or therapeutic session we will obtain your consent.
- Consultation notes and questionnaires will be held for varying lengths of time depending on the content (and then carefully disposed of). For example:
 - Some records might be held indefinitely if there were any issues of concern that could lead to a police investigation in the future.
 - Where there is a legal obligation to hold those records to report our transactions to HMRC, we will hold those records for seven years.
 - Mental health records are subject to special legislation, e.g. children's records are kept until age 26 and adult records for eight years after the last contact with the service www.gov.uk/government/publications/records-management-code-of-practice-for-health-and-social-care
- All information recorded on paper will be securely stored in a locked filing cabinet, and if this has to be transported outside of the office, great care will be taken in other premises and likewise locked in a filing cabinet
- Confidential digital information will be stored in a secure cloud service offering high levels of security.
- Confidential information sent via the internet will be encrypted and password protected, the password may be sent separately by text message.
- Letters sent by surface mail, e.g. to GP's will be marked Confidential.
- All electronic devices (e.g. computers, laptops and phones) and used to access stored information will themselves be password protected. Disc's drives will be encrypted.
- The right of access called a 'subject access request' or SAR can be made for

Advanced Assessments Ltd - Privacy Notice

the data we hold, but there may be an administration charge if all records are requested, as these may be 'excessive'. These will be provided within one calendar month of the request being made.

- Where we carry out psychological tests and assessments, we work within the British Psychological Society's Statement on the Conduct of the Psychologists providing Psychometric Expert Evidence to Courts and Lawyers. Under these guidelines, it is not possible to disclose some of our records to you. We cannot disclose certain test information under these guidelines, or where disclosure would amount to a breach of a trade secret.
- Where a request is made by a *bona fide* data subject (the data subject might be an organisation or individual), we will require proof of identity in the form of:
 - a current passport,
 - a driving licence; or
 - a birth certificate.

And also one of these:

- a recent bank statement dated within the last the months (with full address); or
- a recent utility statement dated within the last three months (with full address).
- We might ask records to be collected in person from our office and for the data subject to bring the original identification documents with them. Please also provide a certificate of true likeness of the documents from the Post Office identity checking service. If records are sent by post, they can only be sent to the registered address which is proved by the identity documents.
- In the event of death or incapacity of any medical professional in Advanced Assessments, arrangements have been made for records to be held by a named professional colleague who will continue with the above obligations.
- We do not process your information outside of the EEA.
- Where you are under a statutory or contractual obligation to provide your data, this will be set out in the letter of instruction from the lawyers involved in your case, the court or by your employer.
- We do not use automated decision making in processing your data.
- You have the right to withdraw consent and ask us to delete the data that we hold on you. If you have not provided consent, we will not retain your data unless we were lawfully obliged to.
- This Privacy Notice will be subject to review, as needed or annually by 25 May each year.
- Advanced Assessments Ltd is registered with the Information Commissioner's Office (ICO), and you have the right to complain how we process your data to the ICO.

Enquiries can be made by contacting the Data Controller in writing:

Tamsin Beeby

Data Protection Officer
Advanced Assessments Ltd
180 Piccadilly
Mayfair
London W1J 9HF

Email: tamsin.beeby@strategic-enterprise.com
Secure email: tamsin.beeby@experts.cjism.net