



ADVANCED ASSESSMENTS LTD

Expert Witnesses & Psychologists

Dr Bernard Horsford,

PhD, D Occ Psych, LLB, BA, DipAd Ed, Dip M, MAPM, MAE, MEWI, FCIPD, C Psychol, MIoD, FIBC, AFBPSs

Chief Executive

Our ref: BIH/1964

Your ref:

Date: as email

Dear Parent

Re: Full Dyslexia Children's 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 your child takes on the day to complete the assessment. Most children 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 your child through the assessment process to ensure they 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.

The majority of parents have a home based assessment; this is more comfortable for the child. The child can take more natural breaks, and they 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 Googling Dr Bernard Horsford, Psychologist, London.

What will your child's 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 your child gets 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 child's 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 child's reading ability or Wide Range Achievement Test Report on how to improve your child's reading, spelling, and mathematics.

How to complete the free dyslexia screening test

Please complete the free screening questionnaire in the information pack attached with or on behalf of your child.



180 Piccadilly London W1J 9HF T: 020 2000078 F: 0208 2000334 W: www.advancedassessments.co.uk

Registered Office: Africa House 21 Shorwell Road Nottingham NG3 7HG Registered in England Number 3743892

A member of the Strategic Enterprise Group Ltd

If your child's 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 your child is not dyslexic or that they suffer from a very mild form. If your child scores 76, or higher you should think very seriously about booking a full dyslexia diagnostic assessment as your child is 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 and your child to better understand their needs in before the face to face assessment takes place. Your child 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 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 your child 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

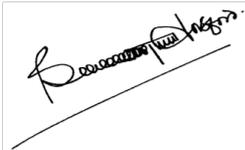
When you have booked your assessment, please provide the following:

- ✓ Copies of the last three years of your child's educational reports, exam results and dyslexia screening assessments carried out by the school.
- ✓ 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 child's developmental history that you might think demonstrates your child has dyslexia (please see the screening questionnaire for the type of evidence that is likely to be relevant) this 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 child's parent's professional background and qualifications.
- ✓ A signed copy of our Client Care Agreement.

If your child is found to have dyslexia, the report will allow they will able to gain a range of reasonable adjustments in education 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 – to be completed on the child's behalf in consultation with the child
2. Advanced Assessments Ltd's Client Care Agreement
3. Example Full Dyslexia Diagnostic Assessment Report



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 <mailto:wecare@advancedassessments.co.uk> before booking an assessment by calling 0208 2000078. You will require a formal three-hour 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]

Do words appear to move, appear blurred or hard to focus on when reading?

Yes No [30]

Add up the scores on the right-hand side of the page. If your score is zero, it is very unlikely that you have dyslexia if your score is between 0 – 75 there is a moderate possibility that you have dyslexia. If your score is between 76 to 150, there is a strong possibility that you suffer from dyslexia and you should book a full diagnostic assessment with a chartered psychologist accredited who will use restricted tests and their clinical judgment to diagnose dyslexia. A score above 150 indicates a strong possibility that you have dyslexia but the results of the screening test will need to confirmed by a chartered psychologist who will use regulated tests and their clinical judgment to confirm a diagnosis.

Part Two: Information for the Full Diagnostic Assessment & Report

Please fill in the form below and indicate below whether you have been affected by any of the following and bring this form with you to the assessment or email it to <mailto:wecare@advancedassessments.co.uk>. You should also bring a copy of your examination results, school reports, current job description, CV and performance appraisal reports if you have them.

Reading and perceptual difficulties

- Early difficulties in acquiring phonic skills Yes No
- A high proportion of errors in oral reading Yes No
- difficulty in extracting the sense from written material without substantial re-reading Yes No
- Slow reading speed Yes No
- Inaccurate reading, omission of words Yes No
- Frequent loss of the place when reading Yes No
- • An inability to skim through or scan over reading matter Yes No
- A high degree of distractibility when reading Yes No
- Perceived distortion of text (words may seem to float off the page or run together) Yes No
- A visually irritating glare from white paper or white-boards. Yes No



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

- 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, others demonstrate 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. AD/HD 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
- Organisation. 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, in particular, underachievement in literacy.
 Yes No

Additional Information:

Please provide details of:

The last educational instruction 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:.....

Cole Child: Dyslexia Diagnostic Assessment Report



Prepared by Advanced Assessments Ltd

Examinee's name:	Cole Child
Date of assessment:	7 May 2016
Date of birth:	30 August 2008
Age at assessment:	7 years 8 month
Recommended reassessment date:	7 May 2021
Date of Report:	27 May 2016

Last Education Institution Attended: AnyTown Primary School, AnyTown, Somewhere, SS8 4DD

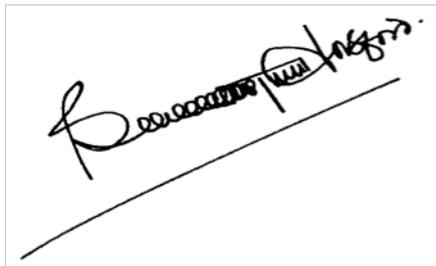
Current Address: 1 Dyslexia Road, Diagnostic Street, Somewhere SS8 7WP

Current course of study: SATS

Name of the author of this report & contact details

The author of this report:

- Is a Chartered 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.



Dr Bernard Horsford,

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Summary

- 1.1. Cole has specific disabilities relating to his memory and the time that it takes 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. Cole'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 subtest scores, which were 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 for the literacy assessments. Cole's scores indicate that his spelling skills are significantly below expectations given his verbal abilities. He makes some visual processing errors when reading continuous text, and his speed of reading is slow. Cole's reading comprehension skills under timed conditions do not reflect his verbal understanding. Cole's spelling skills are in the extremely low range.
 - 1.4. He found organising his thoughts in writing difficult; his writing freehand was very poorly structured, and there were numerous grammatical errors.
- 2. Main recommendations – extended recommendations are at the end of this report**
- 2.1. Cole 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. Cole is entitled to some reasonable adjustments (accommodations) in examinations. He should contact the institution's Learning Support Department to gain support with his studies. Cole should have access to financial support to fund the necessary additional support that he needs to undertake further study. Cole should provide a copy of this report his school.
 - 2.3. For exams:
 - (a) Cole will require a minimum of 15 minutes extra reading time before the examination starts. The actual amount extra time required will 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 Cole and a suitably qualified psychologist of his choice. *Rationale:* Cole's extremely low processing speed as evidenced by his scores on the DASH and his very slow reading speed as evidenced by his oral fluency scores on the WRMT-III.

- (b) Cole will require instruction by a teacher or additional reading time when given self-study materials to read at home. *Rationale:* Cole's extremely low processing speed as evidenced by his scores on the DASH 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:* Cole's poor memory abilities (difficulties with cognitive processing) as evidenced on the TOMMAL-2. Cole 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 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:* Cole'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

Developmental History

- 3.1. Cole's mother is a college lecturer in health and fitness. She holds a PGCE and a BSc honours in exercise science. She has some qualifications at A-level; however, the profile of those grades are somewhat low. She has seven GCSEs at C grade and E in the grade for chemistry and physics. Finally, she has the grade for your geography. She gives a history of suffering from post-traumatic disorder after Cole's birth.
- 3.2. Cole's father, Jake Child, is a heating engineer. He studied at grammar school and has A level grade C and a grade D in design and technology. He has three GCSEs at grade B and five grades C's at GCSE level. His school reports have referred to Jake as working below expectations yet trying hard during class.
- 3.3. Cole has a sister, who is older than Cole (Nancy). She did not display the same developmental difficulties as Cole presented and parents give a history of her walking at an early age and using complex sentences at 15 months, this compared sharply to Cole's development.
- 3.4. Cole's paternal uncle has not been formally tested for dyslexia. However, he displays some traits which could indicate a dyslexic profile.
- 3.5. It is worth noting, although this assessment was not scheduled as an evaluation of autism, the developmental history did suggest some traits of autism and the family have decided to undertake further testing of it.
 - Getting tired quickly when reading;
 - Finding himself thinking about other things when reading;
 - Finds it hard to pronounce words correctly when talking;
 - Understanding and using big words that he cannot spell;
 - Eyes feel out of coordination when reading text;
 - Words appear to be blurred or hard to focus when reading;
 - 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
- 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;
- 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;



4. Test conditions

- 4.1. The assessment took place at Cole's home. The test environment was not likely to have negatively affected Cole's test results.
- 4.2. Cole appeared to be comfortable throughout the assessment; there were no obvious health problems displayed during the evaluation. He seemed to be focused throughout evaluation and showed a high level of motivation to complete the tests correctly. He displayed no visible signs of anxiety during the evaluation.



Assessment

5. Attainments in Literacy

5.1. Reading

- 5.1.1. Assessment of reading ability was undertaken using the Woodcock Reading Mastery Tests (from A). The results of the assessment are reported at a 95 per cent 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. While Cole's performance in basic skills is average but below expectations given his verbal reasoning ability on the WRIT. He achieved a standard score of 102 (although his real score is likely to lie between 97 – 107, using a 95% confidence interval). His ability is, therefore, average on this cluster. His results are in the 55th percentile, and this equates to an age equivalent reading ability of 8:0 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 efficiently. Cole's relative performance index of 95/90 indicates that he has average to advanced proficiency in this area, and that basic skills are easy for Cole.



- 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. Cole's overall GSV for basic skills was 481.

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. Cole achieved a standard score of 102 (although his true score is likely to lie somewhere between 94 – 110, using a 95% confidence interval). His results can, therefore, be described as average. This placed his results in the 55th percentile and equated to an age equivalent reading ability of 8:1 years.
- 5.1.8. Cole's relative performance index of 92/90 indicates that he has average proficiency in this area and that he is likely to find it manageable to apply phonological and structural analysis skills to unfamiliar words. His GSV for Word Attack was 488.

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. Cole achieved a standard score of 103 (although his true score is likely to lie between 98 – 108, using a 95% confidence interval). His performance can, therefore, be described as average. His results fell within the 58th percentile and equates to an age equivalent reading ability of an individual aged 8:0 years.
- 5.1.11. Cole's relative performance index of 94/90 indicates that he has average to advanced proficiency with reading real words and that he finds it manageable. His GSV for Word Identification was 474.



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. Cole achieved a standard score of 95 (although his true score is likely to lie between 89 – 101, using a 95% confidence interval). His ability is, therefore, described as low average on this cluster. His results are in the 37th percentile and below expectations; this equates to an age equivalent reading ability of 7:6 years.
- 5.1.14. Cole's relative performance index (RPI) of 84/90 indicates that he has average proficiency in this area and that he finds this manageable. His GSV for this cluster was 476.

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. Cole achieved a standard score of 97 (although his true score is likely to lie between 90 – 104, using a 95% confidence interval). His performance according to his standard score can, therefore, be described as low average. His results fell within the 42nd percentile, and he has an age equivalent reading ability of 7:6 years.
- 5.1.17. Cole's relative performance index of 86/90 indicates that he has average to advanced proficiency with reading vocabulary from these different levels of cognitive processing. His needs are manageable. Cole's GSV for Word Comprehension was 481.



Passage Comprehension

- 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 merely 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. Cole achieved a standard score of 93 (although his true score is likely to lie between 85 – 101, using a 95% confidence interval). His performance according to his standard score can, therefore, be described as low average. His results fell within the 32nd percentile, and his age equivalent performance is comparable to someone aged 7:5 years.
- 5.1.21. Cole's relative performance index of 78/90 indicates that he has limited to average proficiency with passage comprehension, and his tutors are likely to find this difficult to manage. His GSV for Passage Comprehension was 471.

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. Cole achieved a standard score of 104 (although his true score is likely to lie between 93 – 115, using a 95% confidence interval). His performance according to his standard score can, therefore, be described as average. His results fell within the 61st percentile, and his age equivalent performance is comparable to someone age 8:5 years old.

Cole Child: Dyslexia Diagnostic Assessment Report



Prepared by Advanced Assessments Ltd

- 5.1.24. Cole's relative performance index of 94/90 indicates that he has average proficiency with listening comprehension; he is likely to find this manageable. His GSV for Listening Comprehension was 493.

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. Cole achieved a standard score of 89 (although his true score is likely to lie between 82 – 96, using a 95% confidence interval). His performance according to his standard score can, therefore, be described as low average. His results fell with the 23rd percentile, and his age equivalent performance is comparable to an 7:0-year-old.
- 5.1.27. Cole's relative performance index of 39/90 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 452.

Total Reading

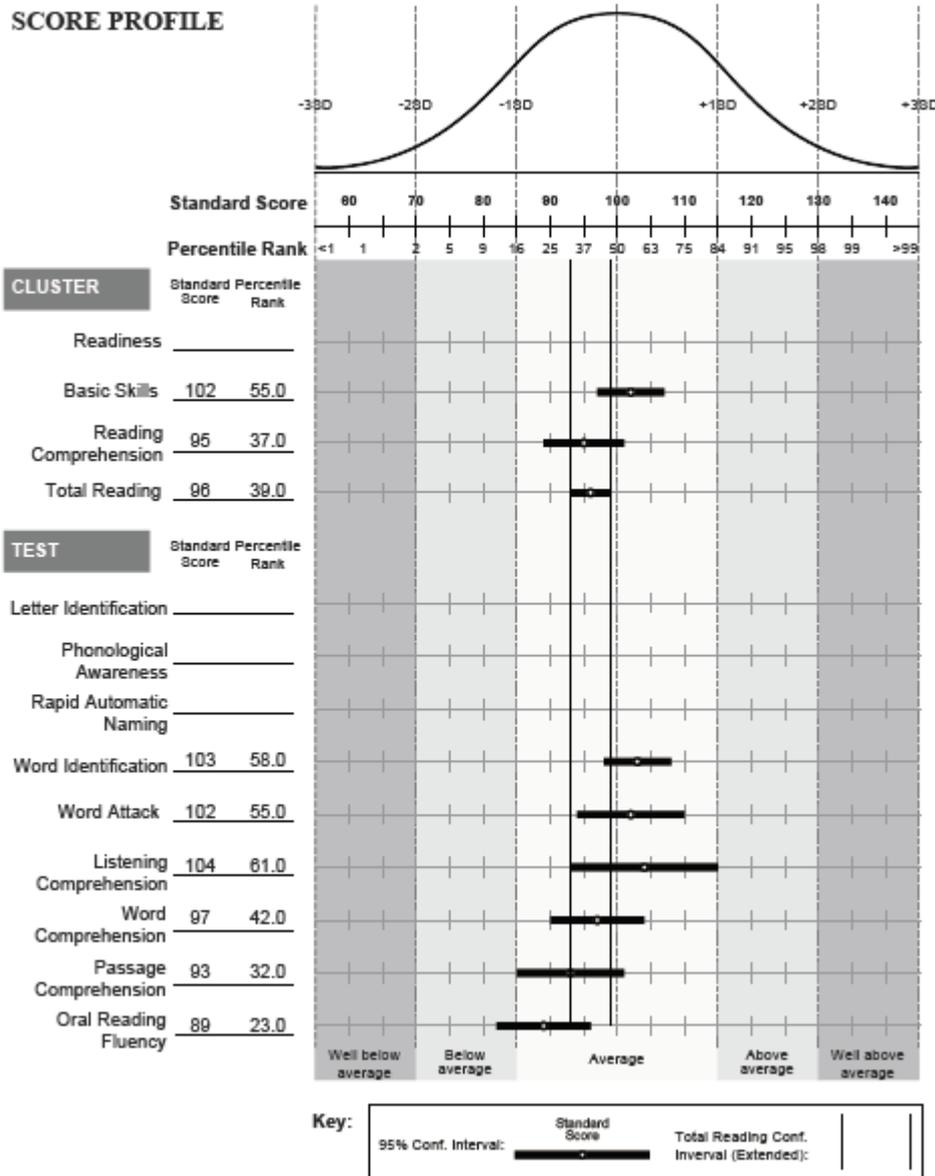
- 5.1.28. The combined score of all of the reading clusters is known as the total reading score. Cole achieved a standard score of 96 (although his true score is likely to fall between 93 – 99, using a 95% confidence interval). His overall performance can be described as low average to below average. His scores fell within the 39th percentile, and his age equivalent performance is comparable to a 7:7-year-old.
- 5.1.29. His relative performance index of 85/90 indicates the he has average reading proficiency, and his problems are likely to be manageable. His GSV was 473.

Cole Child: Dyslexia Diagnostic Assessment Report



Prepared by Advanced Assessments Ltd

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





5.2. Spelling

- 5.2.1. An analysis of Cole'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. Cole attained a standard score of 64, which is within the Lower Extreme range. A standard score of 64 is equivalent to a percentile rank of 1. This means that 1% of students in the standardization sample obtained a standard score at or below 64 on the Spelling subtest. Based on the standard score, Cole obtained a NCE of < 1 and a Stanine score of 1. His performance on the Spelling subtest is also comparable to the average score of students in the standardization sample who had not yet begun Grade K. 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 who were assessed while in that particular grade.



5.3. Math Computation

5.3.1. Math Computation involves counting, identifying numbers, solving simple oral problems, as well as calculating written math problems. Each of these requires various operations which allow for the measurement of Cole's performance in basic mathematical computations. Cole attained a standard score of 100 which is within the Average range. A standard score of 100 is equivalent to a percentile rank of 50. This means that 50% of students in the standardization sample obtained a standard score at or below 100 on the Math Computation subtest. Based on the standard score, Cole obtained a NCE of 50 and a Stanine score of 5. His performance on the Math Computation subtest is also comparable to the average score of students in the standardization sample who were in the 2nd month of Grade 2.

5.4. Spelling and Math Computation Subtest Comparisons.

5.4.1. Each subtest has been compared to all other administered subtests to determine if a statistically significant difference exists and some consideration is given to the weaker of these subtests.

5.4.2. The standard score attained by Cole in the Spelling subtest is less than the standard score attained in the Math Computation subtest, and they are statistically different from each other at the .01 significance level. The difference between these scores was found at the Prevalence Rate of 1% in the standardization sample. Thus, interpretations should include both statistical and practical considerations. The implication of this scoring pattern is that Cole has a weakness in his ability to produce written letters or words when compared to his math calculation skills. Considering differences in the nature of these subtest presentations, it might be helpful to review or conduct an assessment of auditory reception and processing skills. On the Spelling subtest, it might be helpful to highlight letters or sounds that Cole omitted, added, substituted, or rearranged to discover error patterns and to develop specific theories to investigate in other practical written assignments.

5.5. Writing

5.5.1. An assessment of writing was carried out using the Detailed Assessment of Speed of Handwriting. Cole's results are set out in Table 1 below.

Table 1: Cole's Detailed Assessment of Speed of Handwriting

Task	Raw Score	Standard Score	Percentile
Best Copy	9 words per min	9	25
Alphabet Writing	12 letter per min	7	16
Copy Fast	8 words per min	4	2
Free Writing	3.6 words per min	5	5
Sum of Standard Scores		25	

Cole Child: Dyslexia Diagnostic Assessment Report



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Total Standard Score	77	71 – 83 ¹	7.1
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- 5.5.2. An analysis of Cole's free handwriting indicates extremely poor 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 was very difficult to follow. The following are also noted:
- (a) Cole's spelling and/or handwriting rendered his free writing largely illegible to someone who was not familiar with it;
 - (b) His free handwriting is incomprehensible to someone who is not familiar with it;
 - (c) He is not proficient in the use of a word processor; and
 - (d) The results of the assessment of writing noted that 35 percent of errors were unrecognisable to as the target word;
- 5.5.3. An analysis of Cole's free handwriting revealed that his script was not well structured using the usual subheadings that one would expect to see from a piece of free writing. Some of the letters were very poorly formed.
- 5.5.4. His written expression could have been improved considerably could the use of grammar and syntax. Large parts of his handwriting were illegible.

Handwriting speed

- 5.5.5. An analysis of Cole's handwriting found to a standard score of 77 falls into the category of moderately slow writing. However, it should be noted that this score is borderline moderately slow to very slow. On balance, I think is very slow given the very slow writing speeds when in his free writing subtest. The difficulties with respect to the speed of his handwriting means that he requires intervention and support.
- 5.5.6. It should also be noted that:

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



- i. Cole's speed of handwriting to speed of dictated handwriting is 9.6 words per minute;
- ii. His speed when writing at a computer is one word per minute

5.5.7. His typing speed words per minute when word processed is significantly slower, this, of course, raises implications about the reasonable adjustment of a computer given his handwriting speed when using a computer is not significantly faster than his free writing speed. His free handwriting is illegible and slow. Therefore, it is likely that reasonable adjustments in examinations should include wherever possible oral exams. However, these examinations would have to be administered at a speed which would take into account Cole's very slow processing speed and reduced memory ability.

5.5.8. What I have said about processing speed must be considered in light of the fact of very marked attention problems, which were evident when I assess Cole. A full assessment of ADHD and autism has not yet been carried out. However, the presentation at assessment raises the possibility of autism and also an alternative hypothesis or additional hypotheses of these two diagnoses.

6. Underlying Ability

6.1. IQ Test results

6.1.1. Cole was assessed using the Wide Range Achievement Test. The following results were found:

Table 2: Cole's IQ Scores

	SUM OF SCORES	IQ	PERCENTILE	95% CONFIDENCE INTERVAL
VERBAL (Crystallised)	209	105	63	98 – 111
Visual (Fluid)	205	103	58	95 – 110
General IQ	414	104	63	99 – 111

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- 6.1.2. The Wide Range Intelligence Test (WRIT) represents a new direction for ability measures because it delivers a psychometrically sound product with great efficiency. The WRIT contains subtests that have historically been shown to correlate with overall intellectual ability. The first broad dimension is verbal (crystallised) intelligence which effectively is a measure of verbal information, acquired skills and knowledge, each highly dependent on an individual's exposure to formal academic training, Western culture and the English Language. The second broad dimension is visual (fluid) intelligence. The visual (fluid) intelligence is a measure of abilities that are novel, more visually mediated and/or less culturally influenced.
- 6.1.3. The WRIT provides index scales related to specific areas of cognitive functioning: Verbal or crystallised intelligence and visual or fluid intelligence. The full-scale score provides an overall summary score that estimates an individual's general level of intellectual functioning.
- 6.1.4. Cole received a composite score for on the verbal IQ scores of 105, which placed his verbal (crystallised) IQ in the average range. The subtest scores are as follows:

Table 3: Cole's IQ Subtest Scores

	RAW SCORE	STANDARD SCORE	PERCENTILE
VERBAL SUBTESTS			
Verbal Analogies	18	114	83
Vocabulary	17	95	37
VISUAL TESTS			
Matrices	23	106	66
Diamonds	19	99	47

- 6.1.5. He performed better on the verbal tests than non-verbal tests when his scores overall were considered. However, there were wide variations within the subtests. With Cole's highest score being on the verbal analogies test, this was consistent with a dyslexic profile. He has strong abilities with logical reasoning tasks such as those, which he completed in the matrices subtest and there were no IQ achievement discrepancies between Cole's scores on arithmetic and his IQ score. However there were very significant IQ achievement discrepancies at the $p < 0.01$ level between Coles spelling score on the WRAT4 and the WRIT Cole attained a standard score of 64, which is within the Lower Extreme range, the cut off score for a statistically significance discrepancy was 96 ($p < 0.05$ or 93 $p < 0.01$).

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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 Cole's memory skills are below his intellectual skills. The results of the TOMAL-2 indicate that Cole's relative memory difficulties relate both to non-verbal and verbal memory.

Table 4: Cole'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)	80 (73 - 87)	9	Below Average	6.6%
Non Verbal Memory Index (NMI)	71 (63 - 79)	3	Deficient	4.3%
Composite Memory Index (CMI)	66 (66 - 78)	3	Deficient	14%
<u>Supplementary Composites</u>				
Verbal Delayed Recall Index (VDRI)	89 (81 - 97)	23	Below Average	
Attention/Concentration (ACI)	94 (90 - 98)	35	Average	
Sequential Recall Index (SRI)	79 (74 - 84)	8	Deficient	
Free Recall Index (FRI)	81 (72 - 90)	8	Below Average	
Associative Recall Index (ARI)	65 (56 - 74)	1	Very Deficient	
Learning Index (LI)	72 (64 - 80)	5	Deficient	

Table 4: Cole'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)	5	5	Deficient	ns
Word Selective Reminding (WSR)	9	37	Average	ns
Object Recall (OR)	11	63	Average	.05/.01
Paired Recall (PR)	3	1	Very Deficient	.05/.01
Digits Forward (DF)	9	37	Average	
Letters Forward (LF)	8	25	Average	
Digits Backward (DB)	12	75	Average	
Letters Backward (LB)	8	25	Average	
<u>NonVerbal Tests</u>				
Facial Memory (FM)	4	2	Deficient	ns
Abstract Visual Memory (AVM)	11	63	Average	.05/.01
Visual Sequential Memory (VSM)	2	Below 1	Very Deficient	.05/.01
Memory for Location(MFL)	7	16	Below Average	ns
Visual Selective Reminding (VSR)	12	75	Average	
Manual Imitation (MI)	9	37	Average	

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

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

Subtest	Difference	Significance Level	Discrepancy Frequency
<u>Core Comparisons</u>			
VMI vs NMI	9	ns	54.3%
VMI vs VDRI	9	ns	43.1%
NMI vs VDRI	18	.01	24.6%
CMI vs VDRI	17	.01	17.7%
<u>Supplementary Comparisons</u>			
CMI vs ACI	22	.01	12.1%
CMI vs SRI	7	ns	61.7%
CMI vs FRI	9	ns	33.7%
CMI vs ARI	7	ns	50.3%
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. Cole's performance on the range of cognitive, literacy and phonological tests completed was found to be consistent with a dyslexic profile. In contrast with verbal intelligence and visual intelligence scores in the average range, he had significant difficulties with tasks requiring the use of auditory working memory and major problems with, spelling and writing at speed. He had very considerable challenges with reading and the discrepancy between his reading ability, spelling ability and his verbal and non-verbal intelligence also supports a diagnosis of dyslexia. The learning curve analysis in figure 2 below sets out graphically Cole's limited memory ability on each type of subtest; these memory difficulties are consistent with a diagnosis of dyslexia.

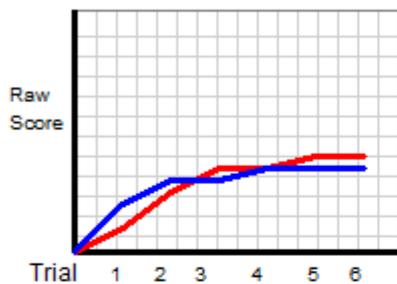


Figure 2: Cole's TOMMAL-2 learning curve analysis

Examinee: Cole Davis

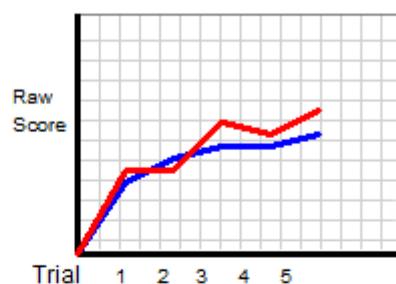
Examiner: Dr Bernard Horsford

Subtest 3. Word Selective Reminding



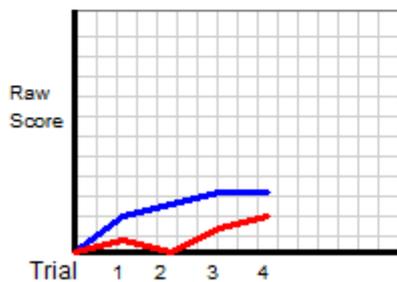
■ Mean Number of Words Recalled by Trial
 ■ Examinee's Number of Words Recalled by Trial

Subtest 5. Object Recall



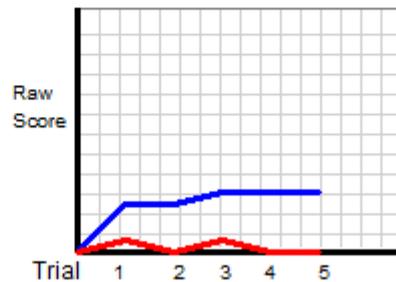
■ Mean Number of Objects Recalled by Trial
 ■ Examinee's Number of Objects Recalled by Trial

Subtest 7. Paired Recall



■ Mean Number of Dot Positions Recalled by Trial
 ■ Examinee's Number of Dot Positions Recalled by Trial

Subtest 10. Visual Selective Reminding



■ Mean Number of Dot Positions Recalled by Trial
 ■ Examinee's Number of Dot Positions Recalled by Trial

7.2. Phonological processing difficulties were also observed. Once the profile was analysed, this information was compared to the results achieved for the literacy assessments. He makes some visual processing errors when reading continuous text, and his reading speed is slow. Cole's comprehension skills, under timed conditions, do not reflect his verbal understanding. Cole's spelling skills are at a not at proficient level and significantly below expectations given his verbal abilities. Organising his thoughts in writing can be difficult as his writing speed is slow and some letter formations are difficult to decipher.



7.3. Cole 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 Cole should have:

(f) Cole will require a minimum of 15 minutes extra reading time before the test starts. The actual amount additional time required will over the 15-minute minimum be dependent on the content, form and duration of the exam. Ultimately, the amount of extra time needed in excess of the minimum should be determined in consultation with Cole and a suitably qualified psychologist of his choice. *Rationale:* Cole's extremely low processing speed as evidenced by his scores on the DASH and his very slow reading speed as shown by his oral fluency scores on the WRMT-III.

(g) Cole will require instruction by a teacher or additional reading time when given self-study materials to read at home. *Rationale:* Cole's extremely low processing speed as evidenced by his scores on the DASH and his very slow reading speed as shown by his oral fluency scores on the WRMT-III.

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

(i) More detailed recommendations and the rationale for those recommendations are set out the in the WRMT-III test results in Annex 1 of this report.

(j) A minimum of twenty-five per cent extra time should be allowed in examinations. *Rationale:* Cole'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.

Cole Child: Dyslexia Diagnostic Assessment Report



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

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- 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 Cole considerably.
- 8.6. Testing indicates that Cole has shown a significant weakness in Spelling, as the standard score places him within the lowest five percentiles. He will likely require some curriculum modifications in Spelling. It will require consideration of Cole's actual instructional level when providing new educational opportunities. Adjustments in time allotments, support requirements, and work volume may need to be given to encourage greater academic success. Responses to these interventions will assist in the determination of any needs for more specialized methods. The home environment can also be enriched with carefully selected materials that will reinforce the lessons being provided within the educational arena.
- 8.7. The standard score obtained on the Math Computation subtest is within the average range for Cole. This indicates that Cole's core academic skills in Math Computation are comparable to other individuals in the same peer grouping. Age-appropriate materials should continue to provide continued chances for educational success.
- 8.8. The statistical significance and prevalence rate of score differences are presented earlier in this report in the Score Comparison Summary section. Based on comparisons between all of the administered WRAT4 subtests, certain patterns of score differences can be obtained. If the score difference involves both subtests in the Average range or above, then it would seem appropriate to continue those educational practices that have been successful. If however, the lower of the two scores falls below the Average range, then some additional academic intervention may be appropriate. The following section consists of recommendations for standard scores that fell below the Average range (89) and v difference (.05 significance level) when compared to another administered subtest.
- 8.9. The standard score in Spelling is significantly lower than the standard score in Math Computation. Compensation techniques for writing should be considered (e.g., typing long written assignments with a spellchecker, having a Poor Spellers Dictionary close when doing homework). A response to intervention model could be considered where various methods of spelling instruction could be measured as to their effectiveness with Cole.

Additional Support (please note some of this support is long term and should be provided when he is an appropriate age to use the resources):

- 8.10. Additional individual tuition should be provided to:

Cole Child: Dyslexia Diagnostic Assessment Report



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-
- 8.11. 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 in-depth knowledge of the curriculum of that school.
- 8.12. Extend knowledge of sound structures and develop accuracy and spelling skills:
- (a) Learn techniques to read/scan text and identify the key aspects;
 - (b) Learn examination and time management skills;
 - (c) Learn Mind Mapping techniques to record the key facts from reading in a short form that emphasises their connections;
 - (d) Develop skills and confidence about written communication, particularly;
 - (e) The use of Mind Mapping as a visual planning technique and to aid the structuring of content, particularly when writing answers under timed conditions;
 - (f) Strategies to proofread and correct work more quickly.
- 8.13. Ideally, these sessions would relate to the context of Cole's course and examination structure provided by the higher education institution that he attends.
- 8.14. I would envisage a minimum of two hours additional tuition per week, with this increasing around exam times.
- 8.15. He will need access to additional support in the classroom and also extra tuition outside of school.
- 8.16. Testing indicates that Cole has shown significant relative weakness in Spelling, as the standard score places him within the lowest five percentiles. He will likely require some curriculum modifications in Spelling. It will require consideration of Cole's actual instructional level when providing new educational opportunities. Adjustments in time allotments, support requirements, and work volume may need to be given to encourage greater academic success. Responses to these interventions will assist in the determination of any needs for more specialized methods. The home environment can also be enriched with carefully selected materials that will reinforce the lessons being provided within the educational arena.
- 8.17. Cole would benefit the following equipment and support, which would need to be phased in according to his age and confidence:
- (i.) Mind mapping software;
 - (ii.) Evernote and electronic flashcards applications for mobile phone;

Cole Child: Dyslexia Diagnostic Assessment Report



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-
- (iii.) Training in the use of mind mapping software and memory techniques and project management techniques.
 - (iv.) Text help read and write;
Text help read and write training
 - (v.) Grammarly, grammar checking software
A digital tape recording device for note taking in class;
 - (vi.) Audio note taker software
 - (vii.) Live scribe or an alternative electronic notetaking device;
 - (viii.) Speech to text software such as Dragon Dictate;
 - (ix.) A Dictaphone for dictating essays;
 - (x.) Support from a note taker during lessons; and
 - (xi.) Administrative support to assist with typing up his notes.

The author of this report:

- Is a Chartered 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.

Dr Bernard Horsford

A handwritten signature in black ink, written on a white background. The signature is cursive and appears to read 'Bernard Horsford'. The signature is written above a horizontal line that extends across the width of the signature area.

Date: 27 May 2016



Appendix

Appendix 1: WRMT-III Full Report



ADVANCED ASSESSMENTS LTD
Expert Witnesses & Psychologists

Client Engagement Agreement

2017

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, AUTISM & ADHD 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 a 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. Generally, young persons aged 16-17 are entitled to the same duty of confidence as adults. Therefore, their parents should explain and discuss 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 take 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 whilst 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 *In exceptional circumstances, psychologists under supervision with conditional 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 or rearranges the assessment less in less than seven working days' notice the full fee will be not be refunded. The assessment commences once the preparatory/planning meeting takes place.

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

- 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 performing an assessment if any confidential information given verbally or on Advanced Assessments Ltd's questionnaires should not be divulged within reports
- d. inform the assessor if he/she has received any 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 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
- 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.

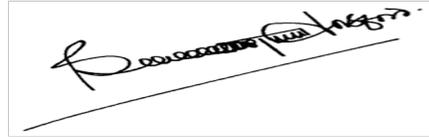
- n. where applicable, agree with the commissioner/purchaser of the assessment, in advance of the assessment, the arrangements for distribution of the assessment report
- o. agree to all of the above terms and conditions

I agree to all of the above terms and conditions

Signed

Name:

Signed

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read "Dr Bernard Horsford".

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.