

Access to Dyslexia Support

Health Education England working across Yorkshire and the Humber

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Document Status

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1. Introduction

This document is a local protocol which outlines HEE working across Yorkshire and the Humber's involvement in the support of a referral process for the management of junior doctors and dentists who may have (or have been) diagnosed as having dyslexia.

Under the terms of The Equality Act (2010) a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Dyslexic health professionals may fall within this definition and as such are entitled to receive 'reasonable adjustments' in the educational institution and in the workplace.

The GMC offers guidance on support for junior doctors in training and reasonable adjustments which can be found on the [website](#).

2. Purpose

This protocol has been developed to provide junior doctors in Yorkshire and the Humber with consistent access to dyslexia support provision across Postgraduate Schools.

The objectives of this protocol are:

- To support junior doctors and dentists in their training programmes;
- To support junior doctors and dentists with the acquisition of examinations and academic competencies;
- To retain junior doctors and dentists who would benefit from support with suspected or diagnosed dyslexia.

3. Scope

This protocol has been developed to be used by Trainees, Local Education Providers, Educators and HEE YH staff.

Where appropriate, Local Education Providers may need to understand what services are available from their Occupational Health Provider.

4. Provision of Dyslexia Support

4.1. Junior Doctors and Dentists with Pre-existing and Diagnosed Dyslexia

Junior doctors or dentists commencing training who have been diagnosed with dyslexia should ensure this is communicated with their employer and Occupational Health Provider, as part of the health screening process. In accordance with the Equality Act (2010), employers are required to make reasonable adjustments when there are known conditions.

4.2. Reasons for Dyslexia Referral

Educators and trainees may consider a referral if there are recurring difficulties with any of the following:

- Undertaking and/or passing written examinations
- Writing and spelling
- Reading
- Memory difficulties, time management and organisation

This is not an exhaustive list and it is acknowledged that individuals could have other symptoms which are not listed above.

Given the resource implication of all referrals, it should be considered when dyslexia is suspected and regarded to be both relevant and an important issue.

4.3. Support for Trainees

Junior doctors or dentists who suspect they may have dyslexia are able to access a free screening tool which is supported by the British Dyslexia Association. This can be accessed on the following website:

<http://doitprofiler.com/personal-profilers/dyslexia/>

Following completion of the online screening tool, the outcome of the screening test is categorised as follows:

1. Significant challenge reported – Trainee to discuss the results with their Training Programme Director (TPD) and when supported, self-refer for an assessment
2. Many challenges reported – Trainee to discuss the results with their TPD and when supported, self-refer for an assessment
3. Reasonable skills - no action required
4. Good skills - no action required

Following discussion with the Training Programme Director and in the context of the trainee's individual needs, the Junior Doctor or Dentist will be offered the option of undertaking a dyslexia assessment with the British Dyslexia Association (or another provider which is acceptable to the relevant College). It is the responsibility of the Trainee to discuss with the College whether the assessment being sought from the provider is acceptable.

HEE will fund an assessment, which will normally be undertaken by a Specialist Teacher. The Trainee will be required to self-refer to the British Dyslexia Association (or another provider) and pay the assessment fee. The Trainee can claim reimbursement, by requesting and submitting a claim form to the relevant HEE YH Programme Support Team. The claim will only be payable upon receipt of the following documentation:

1. Results of the Screening Tool; and
2. Confirmation from the TPD that they support the Assessment (retrospective approval will not normally be accepted); and
3. Confirmation that they attended the Assessment.

Appendix 1 details the process.

The Trainee should also notify their employer's Director of Medical Education and the relevant medical staffing/HR department. Note that Occupational Health are not responsible for funding

or requesting the full dyslexia assessment. HEE YH Programme Support will notify the Trainee's employer when a claim form is processed.

Upon receipt of the Assessment Report, if adjustments to the Trainee's working practice or workplace are recommended, these should be discussed with medical staffing/HR who will be responsible for involving Occupational Health as appropriate. The employing Trust (and where applicable, the host Trust where a lead employer arrangement is in place, including for GP trainees) will be responsible for delivering reasonable adjustments in accordance with their duties under the Equality Act 2010.

For trainees working in Primary Care who do not have a Trust lead employer, upon receipt of the Assessment Report, if adjustments to the Trainee's working practice or workplace are recommended (which have resource implications), the Employer should submit a request to the Government's Access to Work programme for assistance with financial support. If the full cost cannot be met by Access to Work, the Primary Care provider may request financial assistance from HEE YH, which will be considered by the relevant budget holder.

To enable HEE to effectively support the Trainee's educational needs, we recommend that the Trainee shares the assessment report with their Training Programme Director and/or Educational Supervisor.

5. References

Access to Work: <https://www.gov.uk/access-to-work/overview>

British Dyslexia Association: <http://www.bdadyslexia.org.uk/services/assessments>

Do It Dyslexia Screening Profiler: <http://doitprofiler.com/personal-profilers/dyslexia/>

General Medical Council: http://www.gmc-uk.org/education/undergraduate/15_7_support_for_trainees.asp

6. Appendices

Appendix 1 – Referral Process

