



SpLD Myth #3: 'New to English' learners can't be assessed for dyslexia.

Have you ever been so concerned about a learner's progress, that you wondered if they may have a specific learning difference, like dyslexia? If they were classed as 'new to English' (or working at a low English proficiency level), you were probably told that they couldn't be assessed for dyslexia, until they could speak better English.

I used to hear that, too, and I often wondered how we could help them progress that far, before they lost the will to learn. It seemed unjust to deny these learners the opportunity to progress, just because we couldn't accurately identify the barriers to their learning, and put support in place as we would for learners whose English was already more advanced.

That's why I developed the **CAML** suites. '**Cognitive Assessments for Multilingual Learners**' are designed to take the English language out of the assessment situation, so we can see what's really going on with our 'new to English' students. It doesn't matter what the student's first language is (or whether we can speak it or not), we can get a picture of their memory span, their speed of processing, sequencing skills and even their phonological processing ability. This gives us a good idea of where their barriers might be, so that we can minimize or - preferably - remove them.

Now it IS possible to assess 'new to English' learners for dyslexia and other SpLDs, and we can make sure they have the same rights and opportunities as other neurodivergent learners.

[Start the assessment process with your free CAML observation and checklist.](#)