

Guidance

Supporting schools and local authorities to
implement the SEND reforms for children and
young people with literacy difficulties, specific
learning difficulties and dyslexia

Effective
Practice

School
Funding
Reforms

The
Graduated
Approach

The Local
Offer



Before you start...



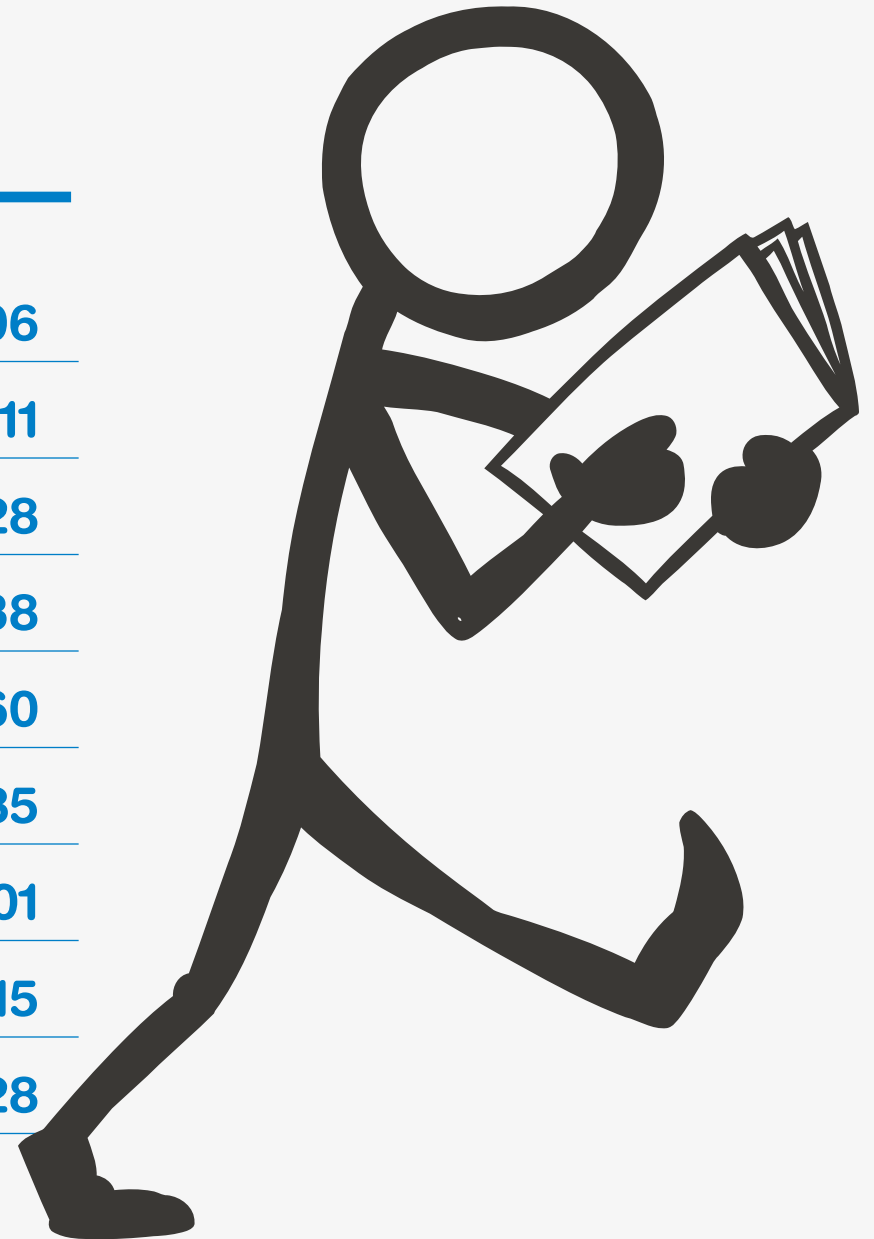
Before you start, download and save the PDF to your desktop. This may take a few minutes.



Most of the resources are available to download and store in your personal files so that they are easily accessible. These can also be accessed online.

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Navigating the guidance

Introduction

- ✓ The introduction for practitioners tells you what you will find in the guidance
- ✓ The introduction for governors has 12 key questions to ask of schools

Navigation

- ✓ Scroll through as if you were reading a presentation
- ✓ If you prefer to move around the presentation in a less linear way you can do the following. Go to:
 - **View**
 - **Show/hide navigation panes**
 - **Page thumbnails**This will allow you to see the entire presentation and you may select the pages that you want to view
- ✓ By using the coloured tabs on the right hand side of each page, you can also move between each of the four sections:
 - **Effective Practice**
 - **The School Funding Reforms**
 - **The Graduated Approach**
 - **The Local Offer**

Icons



There are case studies, interspersed throughout the guidance to illustrate what schools and LAs are already doing (see attached list of case studies and their purpose)



When you see a pencil icon on the page this means that there is an activity for you to do. If you select this it will take you straight to the activity. There is also a 'back' button from the activity page which will take you back to where you were. There are 11 activities listed at the end of the guidance (see page 131 for the Activities section)



When you see the page icon this means that there are interactive links to resources which you can download and save



When you see the video icon, this means that there is a video clip that you can watch

How you can use the guidance

- ✓ We are collecting examples and case studies of how schools, academies and LAs are using this guidance to support their practice
- ✓ Please check this area on the Dyslexia-SpLD Trust website for updates





Introduction



Introduction

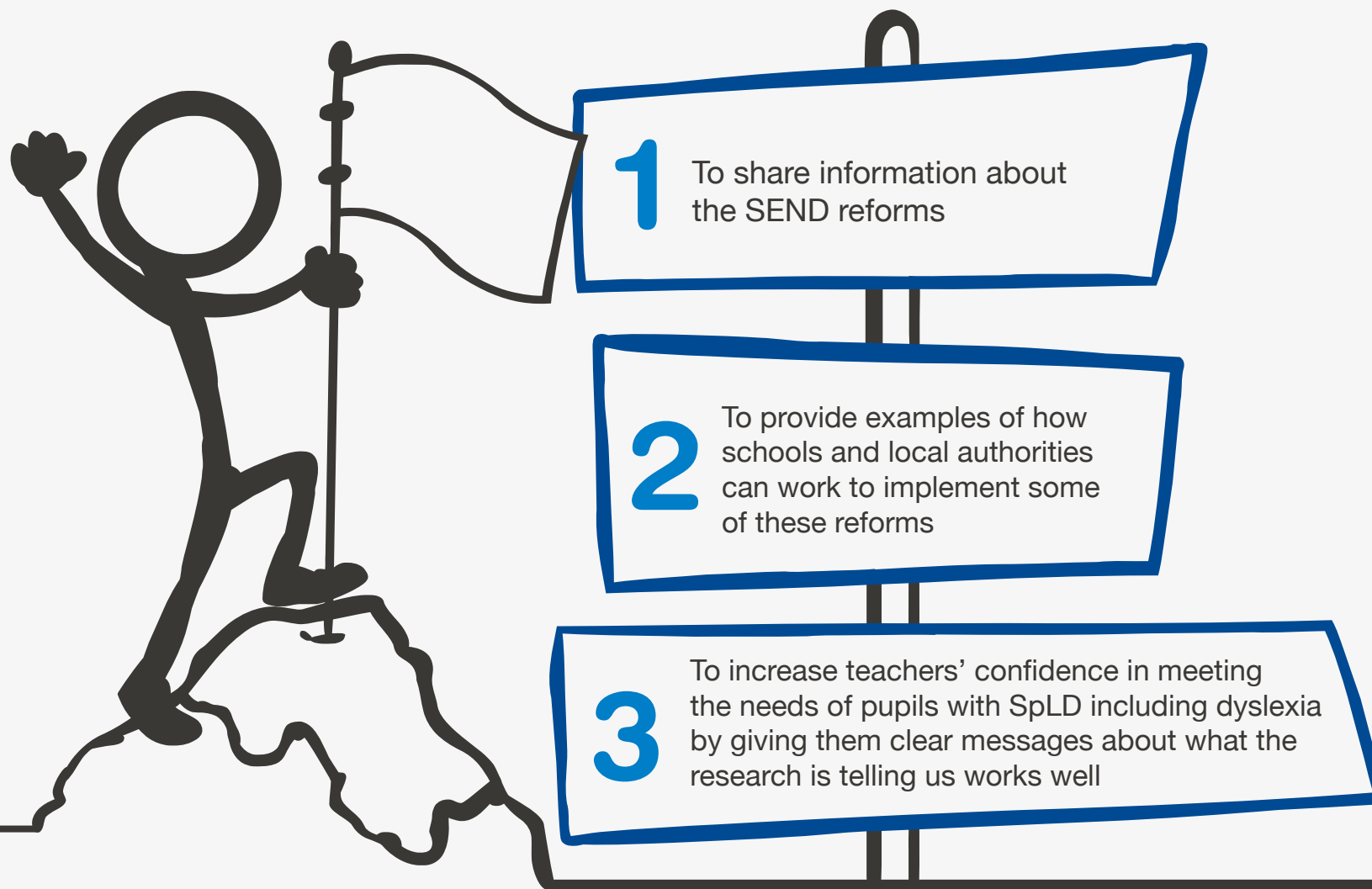
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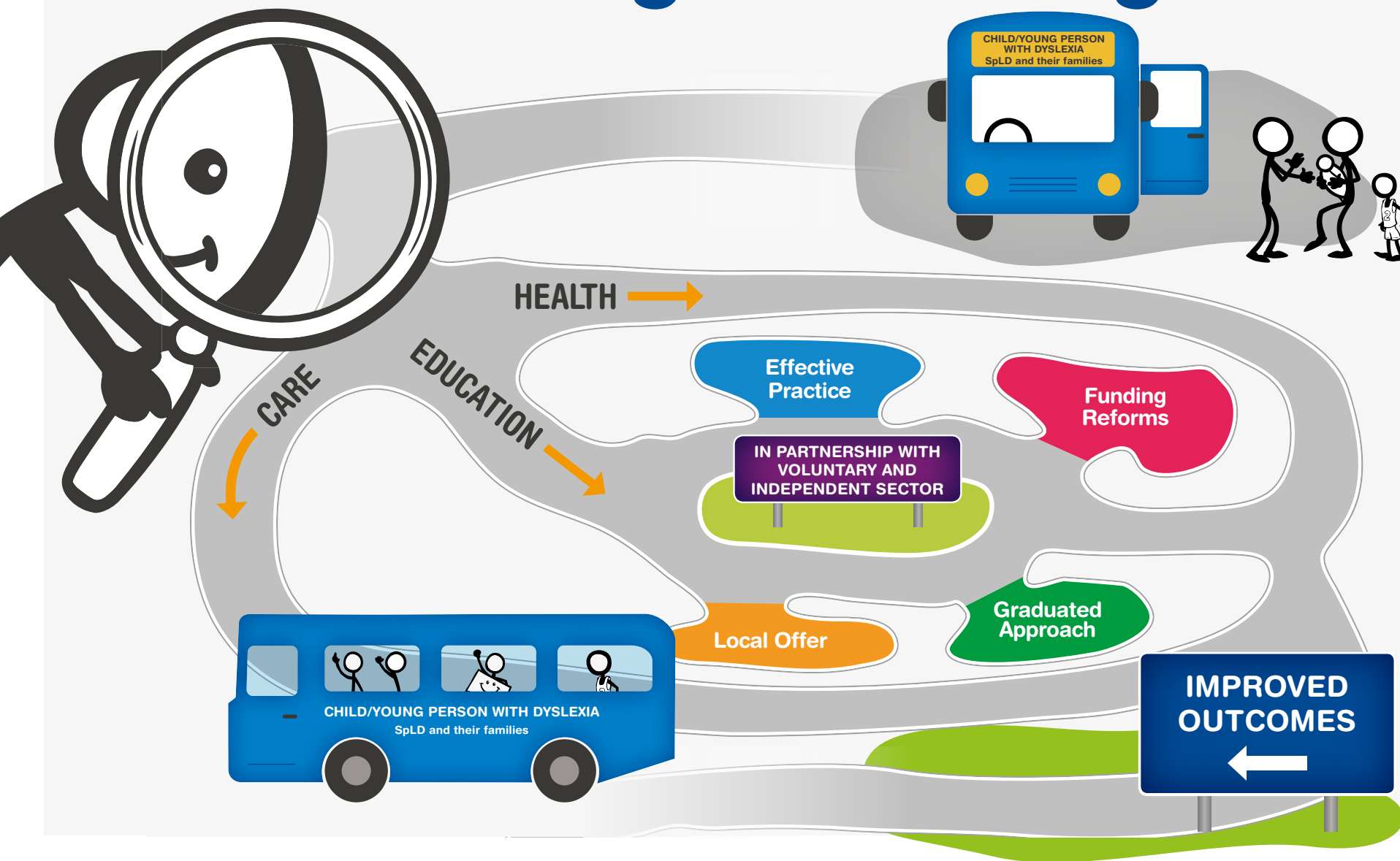
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3 goals of this guidance



Is our offer good enough?



Education

These four areas will be addressed in this guidance

✓ Effective Practice

What is the research telling us about effective practice that schools and local authorities can work with to improve outcomes for pupils with SpLDs including dyslexia and other literacy difficulties?

✓ School Funding Reforms

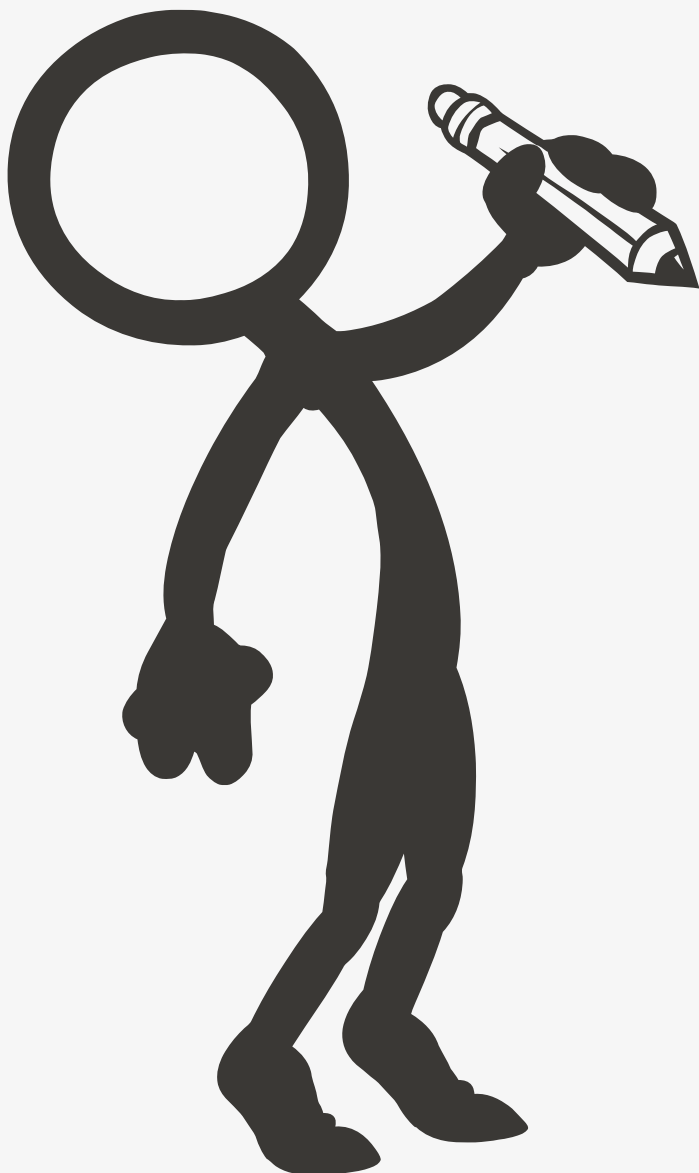
These reforms mean that schools must rethink their accountability processes for how they deploy their core and additional funding to take account of children & young people with SEND

✓ The Graduated Approach

The SEND Code of Practice requires schools to consider their response to children and young people with SEND as part of a graduated approach to whole school provision

✓ Local Offer

New duties on schools to make explicit to parents how they are making provision for pupils with SEND as part of the Local Offer



Who is this guidance for?



Head Teachers, Principals & academy sponsors and SLTs

So that they:

- ✓ Understand how the SEND reforms will impact on processes within schools and colleges
- ✓ Can work with SENCOs and SEND professionals and to strategically plan how they deploy their SEND budget and gather evidence of impact



All teachers, early years practitioners, college lecturers and ITT institutions

So that they are clear about what the research evidence is telling us about effective practice and they can confidently use these approaches in the classroom



SENCOs, specialist teachers and SEND professionals in the FE and voluntary sector

So that they:

- ✓ Understand the strategic context within which they will be working (teaching and learning & strategic planning)
- ✓ Can advise and support the leadership team in the school/college as they develop their universal provision
- ✓ Can confidently deliver training on these reforms to other staff



Governing Bodies

So that they understand the SEND reforms and how they impact upon schools to enable them to carry out their legal duties



LAs to support them in their duties to provide a Local Offer which includes:

- ✓ Support available to all children and young people (0-25) with SEND from universal services such as schools
- ✓ Targeted services for children and young people who require additional support over and above that routinely provided as part of universal services



Introduction for practitioners



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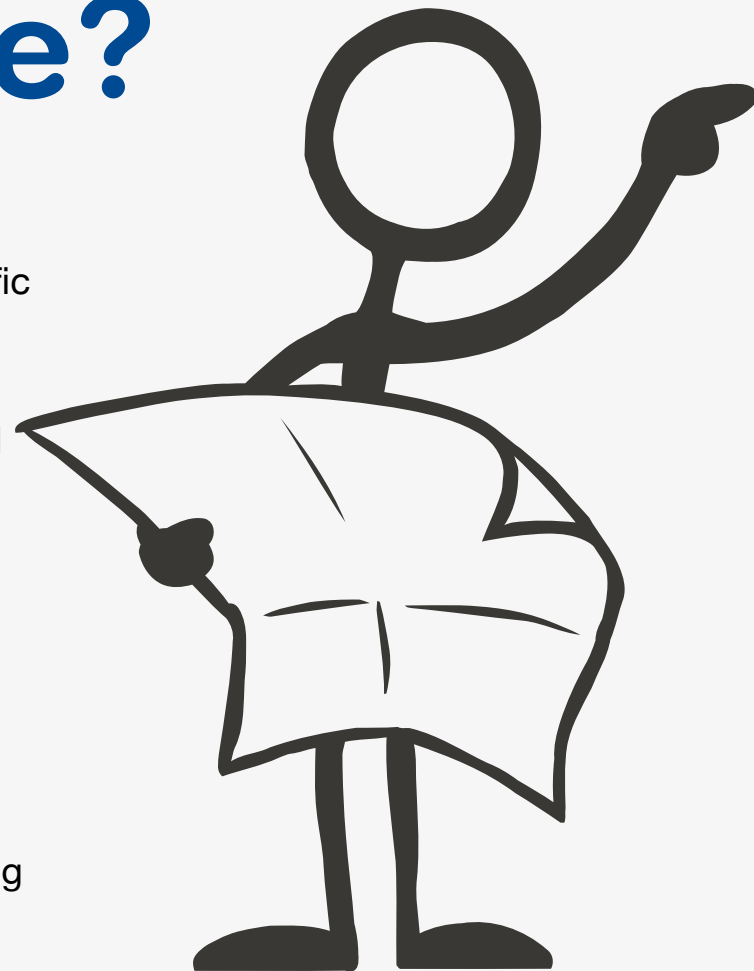
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What is the purpose of this guidance?

It will support professionals to:

- ✓ Deliver a comprehensive **Local Offer** for those with specific learning difficulties including dyslexia
- ✓ Review existing resources and materials which can support their **Graduated Approach** within the new school **Funding Reforms**
- ✓ Locate existing resources which can enrich their understanding of specific learning difficulties and dyslexia
- ✓ Deliver training to teachers, practitioners, parents and governing bodies to increase their understanding of SEND support in schools and what this means for pupils with SpLDs including dyslexia
- ✓ Select good practice which supports all pupils experiencing literacy difficulties in schools and colleges



How will this help schools?

It will provide SENCOs, leadership teams, teachers and learning support assistants with key information about:

- ✓ What we already know, about what works, from research and studies
- ✓ What resources are available to support and where these resources are located
- ✓ How the **Funding Reforms** work
- ✓ What a good **Graduated Approach** looks like
- ✓ What a good **Local Offer** looks like



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Why would schools want to use this guidance?

“Schools should regularly and carefully review the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered”

SEND Code of Practice

If a school’s data identifies that a few, some or many pupils are not making progress due to barriers to their literacy this guidance will support schools to improve their early identification systems, review the quality of their teaching, guide them to evidence based interventions they can use, and review teachers’ understanding of strategies that they can use in the classroom.

This is a free resource and contains key information for all teachers, TAs and teachers in training.



How would schools and LAs use it to improve practice?

The accompanying poster provides guidance to schools and LAs about what they will find in the guidance.

- ✓ A specialist teacher could use this with schools to help them audit their provision and practice
- ✓ Aspects of the guidance could be used to develop peer coaching via learning walks or lesson study
- ✓ SENCOs could use the guidance to train other SENCOs
- ✓ NASEN: This resource could add to the existing training to help prepare new SENCOs for their duties
- ✓ SENCOs leading on professional development within schools could incorporate this as part of the school's CPD menu
- ✓ Individuals wanting to develop their own professionalism could use the guidance to signpost them to further training, information and resources
- ✓ There is a presentation for governors to support them in their challenge and support role in schools



So what does this guidance contain?



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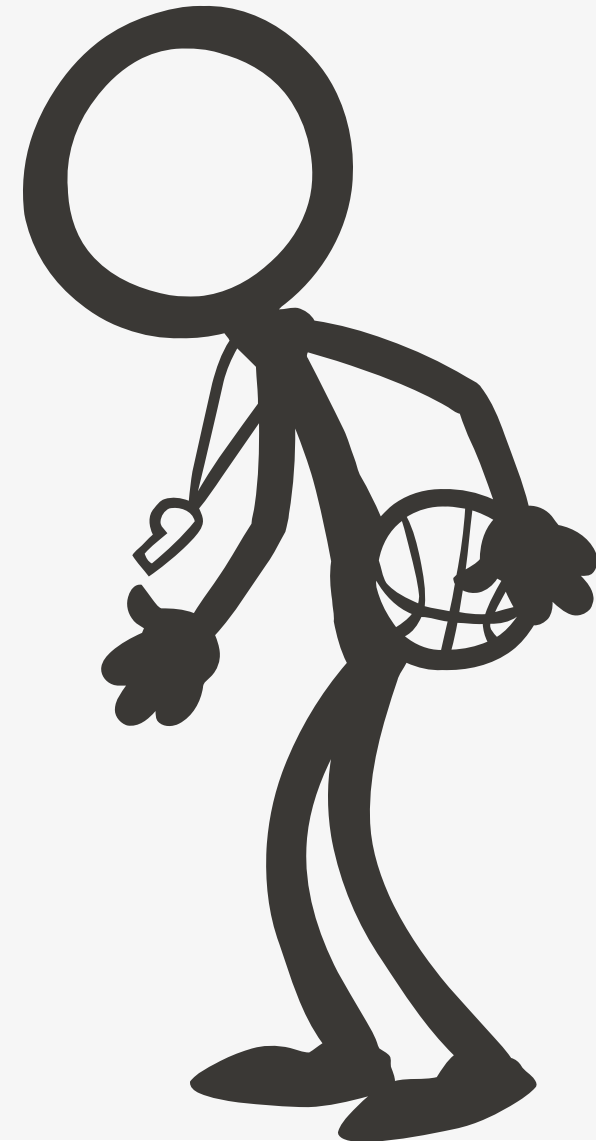
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- ✓ Each section builds upon the previous section
- ✓ Each section contains activities for schools to help them identify and develop good practice for pupils with literacy difficulties and dyslexia, audit current provision and practice and agree priorities for development
- ✓ There are resources which can be printed off
- ✓ There are links to external websites and published resources which contain useful information about screening and assessment
- ✓ There are case studies which provide examples of how schools and LAs are managing their resources effectively

Effective Practice: Evidence

In this section you will learn about:

- ✓ How research and practice converge on what works
- ✓ **Key messages from OFSTED**
What children are doing when they are learning successfully
- ✓ **The Sutton Trust**
What their research tells us about value for money
- ✓ **Professor Greg Brooks' research**
Interventions for literacy: key elements of early intervention and interventions that work
- ✓ **Sir Jim Rose's Report**
Identifying and teaching children and young people with dyslexia and literacy difficulties (2009)



Effective Practice: Resources to support

In this section you will learn about:

- ✓ Good resources for ensuring that your presentations and materials are accessible and dyslexia friendly and for developing pupil independence
- ✓ Evidence based interventions where children at different ages have made useful to remarkable progress
- ✓ Developing a learning community through the Literacy and Dyslexia professional development Framework
- ✓ Why some pupils have difficulties with reading and spelling
- ✓ Assessing children in the classroom: 3 types of assessment
- ✓ How you can gain a specialist accreditation



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SEND Funding Reforms:

In this section you will learn about:

✓ **Core funding**

A school needs to provide high quality teaching for all pupils including those with literacy difficulties, SpLD and dyslexia. How do you deploy your funding to ensure that this can happen?

✓ **Notional SEND budget**

A school needs to select evidenced based interventions and specific approaches to enable those with literacy difficulties, SpLD and dyslexia to continue to develop their literacy skills whilst still being engaged with their learning. How do you know that the approaches you are using are providing good value for money?

✓ **High needs budget**

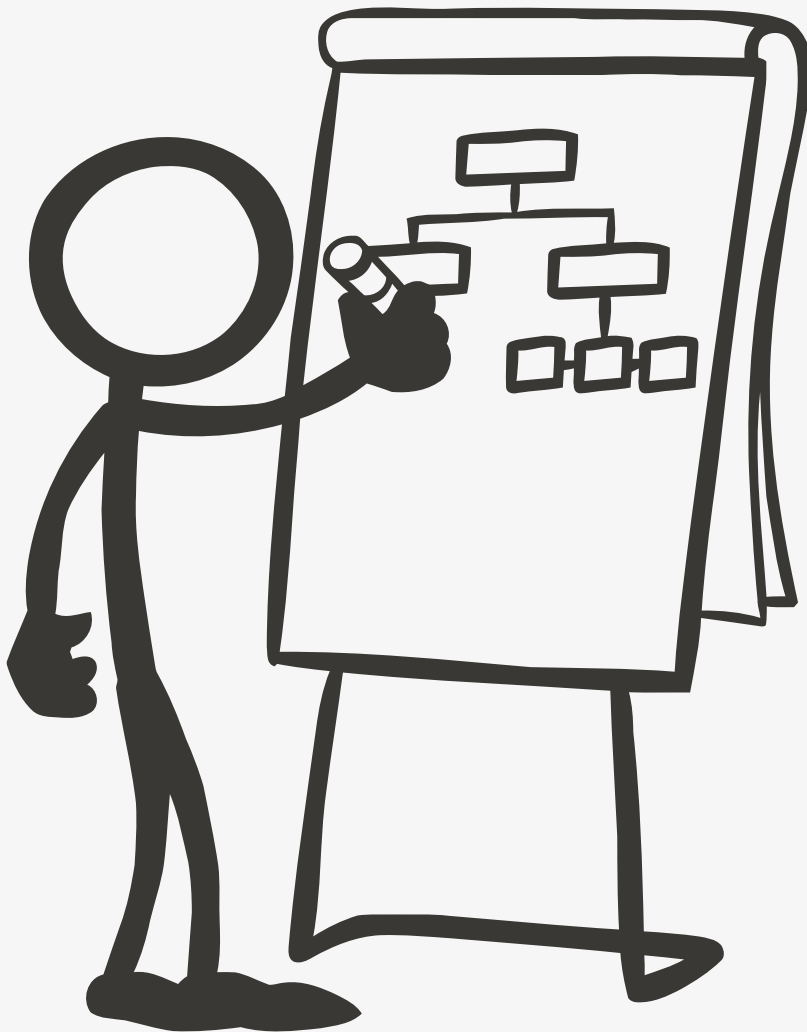
This aspect of the budget is meant for those pupils whose SEND require funding which exceeds the nationally prescribed threshold



The Graduated Approach:

In this section you will learn about:

- ✓ Early identification
- ✓ The links between assessment and teaching (with a specific reference to those with dyslexia)
- ✓ Specifics to be aware of in the Early Years around language development and its impact on literacy development
- ✓ When you may need to involve specialist teachers
- ✓ What the four key elements of good practice are that you would see in a comprehensive graduated approach
- ✓ What to do if a pupil is not responding to a well founded intervention



The Local Offer:

What must be included in a Local Offer

- ✓ What you need to do to provide a good Local Offer for children and young people with literacy difficulties, SpLD and dyslexia
- ✓ Questions that parents may ask
- ✓ Some case studies about different approaches that schools have taken to make good provision for children and young people with literacy difficulties, SpLD and dyslexia



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Some questions

Questions	Where you will find support in this guidance
How I can make my classroom as dyslexia-friendly as possible?	Section: Effective Practice Resources: <u>Rose: Key strategies 1</u> <u>Rose: Key strategies 2</u> <u>Rose: Key elements of early intervention</u> <u>Case Study: Cognition learning and learning differently</u> <u>Understanding working memory</u>
What is The Simple View of Reading and why do I need to know about it?	Section: Effective Practice Resource: <u>The IDP online</u> Four case studies and template provided
One of my children didn't meet the criteria on the phonics screening check. What do I do now?	Section: Effective Practice Resources: The phonics screening check-responding to results: Advice to schools supporting the learner with dyslexia-SpLD <u>Communicating Phonics</u>
How do I know which intervention to choose for a pupil?	Resources: <u>Rose: Three levels of identification</u> Characteristics of children with poor working memory P10 <u>Understanding working memory: Gathercole & Pakiam Alloway</u> <u>Interventions for literacy</u>

Some questions

Questions	How this guidance can support you
I would like to know how I can record how a pupil is doing on an intervention. We think that she needs a more specialist approach and we don't have those skills in school	Resources: <u>Progress towards targets</u>
We have a range of staff knowledge around dyslexia from very little to quite specialist. How can we move everyone along to the next level?	Activity: Effective Practice: Activity 1 A Learning Walk Effective Practice: Activity 3 <u>The Literacy and Dyslexia Professional Development Framework</u> Effective Practice: Activity 4 <u>The IDP</u>
We think that some of our pupils are not accessing the curriculum because of the limited range of teaching strategies they are experiencing. How can we address this quickly?	Section: Effective Practice Resource: <u>Rose: Key strategies 1</u> <u>Rose: Key strategies 2</u>
We want to demonstrate to parents that we are spending our funding wisely to ensure that we are meeting the needs of those with literacy difficulties, SpLDs and dyslexia	Section: The Funding Reforms: Activity 6 A Strategic Approach to Deploying Resources

Some questions

Questions	How this guidance can support you
What do we need to be aware of in the early years so that we can identify children at risk of dyslexia as early as possible and do something about it?	Section: The Graduated Approach Resources: Specifics to be aware of in Early Years around Language Development and its impact on literacy development The phonics screening check: Responding to results: Advice to schools supporting the learner with dyslexia-SpLD <u>Communicating Phonics</u> <u>Rose: Key elements of early intervention</u> <u>Rose: Developmental phases</u>
How will we know when to involve a specialist teacher?	Section: The Graduated Approach Resources: <u>Assessment and Identification</u> <u>Rose: 3 levels of identification and assessment</u> Progress towards targets
What should we be working towards so that we can provide a good Local Offer for pupils with literacy difficulties, SpLDs and dyslexia?	Section: Effective Practice Brooks What works well: What schools can do See section: The Local Offer Resource Dyslexia-SpLD exemplar Local Offer

In deciding whether to make special educational provision, the teacher and the SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress...

For higher levels of need, schools should have arrangements in place to draw upon more specialised assessments from external agencies and professionals...

This information gathering should include an early discussion with the pupil and their parents... a short note of these early discussions should be added to the pupil's record on the school information system and given to the parents'.

SEND Code of Practice



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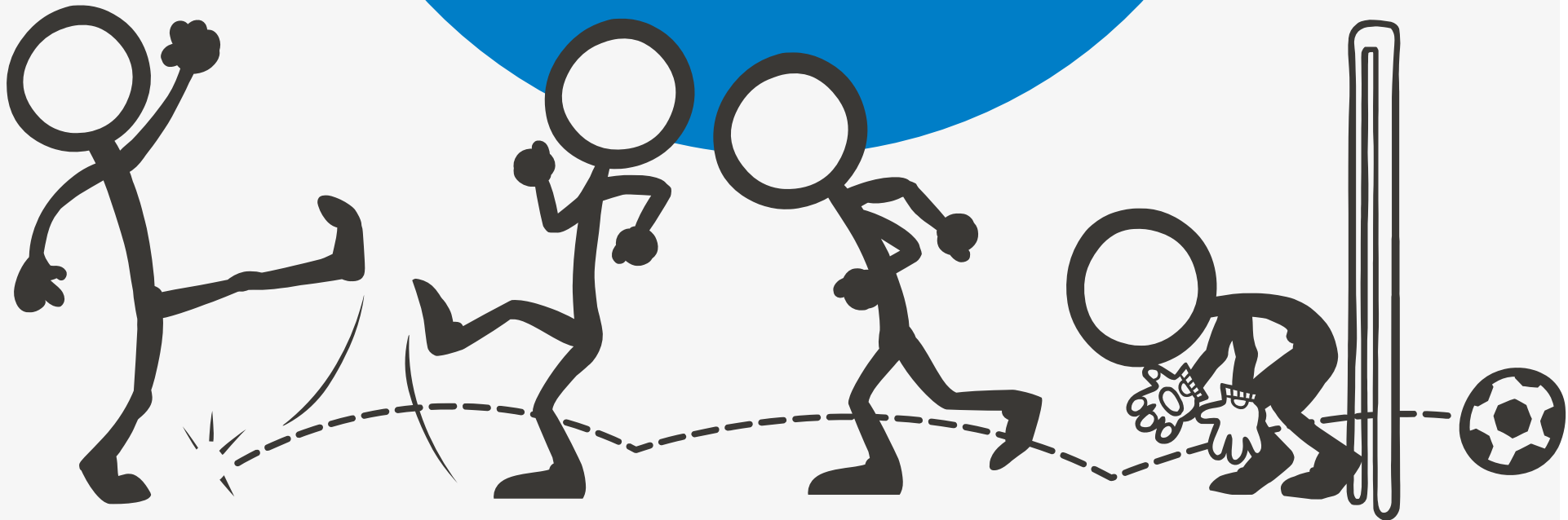
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Why do teachers need to be continually updating their skills and knowledge?



??? something to think about

The quality of an education system cannot exceed the quality of its teachers and principals, since student learning is ultimately the product of what goes on in classrooms

PISA 2009: What Makes a School Successful?



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Introduction for governors



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Guidance for schools and local authorities on supporting pupils with literacy difficulties, dyslexia and specific learning difficulties (SpLD) within the SEND reforms



The role of governors is becoming increasingly important to:

- ✓ Provide challenge and support and understand the strengths and weaknesses of the school
- ✓ Set the strategic focus for the development and improvement of the school and ensure clarity of vision
- ✓ Hold senior staff to account for the achievement of pupils
- ✓ Understand and be able to interrogate the data to evaluate the impact of teaching on learning
- ✓ Understand and monitor funding and ensure that finances are properly managed
- ✓ Gather evidence on the difference made by initiatives such as The Pupil Premium, The Year 7 Catch-Up Premium Grant and the Primary School PE and Sport Funding



“Inspectors must evaluate the extent to which governors both challenge and support the school and hold senior staff, including the head teacher, to account for the achievement of the pupils”

OFSTED subsidiary guidance January 2014

The guidance which follows contains information and summaries of key research which will help your school to audit it's current provision and provide it with a clear direction of what it needs to do to ensure that it has a good Local Offer for pupils with literacy difficulties, dyslexia and those with SpLD. The following slides suggest some questions that you could ask to assist you to carry out your role. These questions could be asked about any child or groups of children with SEND.



12 questions for governors

Questions that governors could ask to provide effective challenge and support to schools around the progress of pupils with literacy difficulties, dyslexia and SpLDs

The question	What you would expect to see	Examples from the guidance which can help schools
1. How does this school ensure effective transition for individuals from one stage of education to the next?	Evidence that there has been liaison between preschool provision, health and family so that any concerns that have been identified are addressed at once e.g. outcomes from the two-year-old health check, EYFS profile. Liaison between schools where there has been 'in year' mobility, transfer of key stage data plus key information from both parents/carers and the SENCO from the transferring school. Evidence that this information and its implications has been shared with relevant staff.	Case Study: Supporting literacy through transition from primary to secondary school Section: The Graduated Approach: Specifics to be aware of in Early Years around language development and its impact on literacy development <u>The phonics screening check</u> <u>Responding to results</u> Advice to schools supporting the learner with dyslexia-SpLD <u>Communicating Phonics</u> <u>Rose: Key elements of early intervention</u> <u>Rose: Developmental phases</u>

12 questions for governors

The question	What you would expect to see	Examples from the guidance which can help schools
2. How does this school gather evidence that parents and carers for children and young people with SEND are well informed and feel part of the process?	The school has a range of process in place to gather parental/carers voice. There is evidence from these processes that the school has listened to the parents & carers and that they are well informed. Parents and carers have been involved in producing the Local Offer and there is evidence of their input.	Achievement for All 3As Section: The Achievement for All 3As 'Are We Ready' programme is focused on SEND Reforms and the implementation of the Education Health and Care Plan and the Code of Practice. Click <u>here</u> to check your readiness for September 2014 and beyond by completing the self-audit appropriate to your organisation. Follow the links and take up the opportunity to be ready by undertaking the SEND Reforms online training programme. The charity invites you to visit their <u>website</u> regularly for updates and further information on this and their other activities

12 questions for governors

The question	What you would expect to see	Examples from the guidance which can help schools
3. How does this school develop staff knowledge and understanding of the barriers to learning that many pupils with SpLD face	The record of professional development indicates that good quality training is provided e.g. to all NQTs, newly arrived staff and all staff have regular updates on implementing whole school policies. Outcomes from e.g. learning walks, provide evidence that some staff need additional training and that school has sourced appropriate training. There is evidence that staff reflect on their teaching and its impact and there is ongoing peer coaching within school to develop practice and ensure consistency across the school. Staff say they know what to do when a pupil is struggling with literacy skills. The school data indicates that pupils with weaker literacy skills are making good progress.	Section: Effective Practice Resources: <u>Rose: Key strategies 1</u> <u>Rose: Key strategies 2</u> <u>Rose: Key elements of early intervention</u> Case Study Cognition Learning and Learning Differently <u>Understanding working memory</u> <u>BDA Style Guide</u> <u>PATOSS: Developing clear and consistent powerpoint presentations</u> <u>The Literacy and Dyslexia Professional Development Framework</u> Activity: Effective Practice 2: Activity 4 — Key messages from the IDP

12 questions for governors

The question	What you would expect to see	Examples from the guidance which can help schools
4. What whole school policies does this school have in place to ensure maximum engagement in learning for pupils with SpLD's?	There is a consistent approach to classroom organisation, environment and rewards and sanctions. Lessons are planned and delivered so that young people experience success. There is a purposeful and engaging balance of activities in lessons.	Section: The Graduated Approach section on whole school ethos
5. How does this school strategically deploy its notional SEN funding to provide effective additional support to those who are not making progress?	There is a clear picture of the resources that are available to the school. There is a strategic plan which ensures that where there is an identified need, resources can be targeted at particular groups. Provision for pupils is based on a careful analysis of need and a monitoring of their progress and outcomes.	Section: The Funding Reforms Activity: Activity 1

12 questions for governors

The question	What you would expect to see	Examples from the guidance which can help schools
6. How does this school decide which intervention will suit a particular child?	The school will have a range of assessments in place (standardised reading & spelling or skills assessments). These will inform plans for the use of support which will relate to a clear set of expected outcomes. The pupil's response to the intervention will provide teachers with an indication of how significant the SEN is likely to be.	The Graduated Approach section on creative adaptations to classroom practice and <u>Dyslexia-SpLD Trust/Interventions for Literacy</u>. This is an online searchable database of effective interventions. Schools can use this research to select an intervention for children with literacy difficulties or compare the progress of pupils using these interventions, with the progress pupils are making through different interventions. Resources: <u>Rose: Three levels of Identification</u>

12 questions for governors

The question	What you would expect to see	Examples from the guidance which can help schools
7. What action does this school take when a child makes no progress even with a well evidenced and well delivered intervention?	If the intervention was appropriately delivered and satisfactory progress was not made and the concerns remain, the child must be signposted to further specialist assessment.	Section: The Graduated approach Access to additional learning programmes and resources and The Local Offer section. Resources: <u>Assessment & Identification</u> This resource will provide you with a checklist to help ensure that you have covered all necessary approaches to ensure that a child or young person with literacy difficulties, SpLD or dyslexia receives the support that they need in school.
8. How does the school secure the provision of additional services and expertise for pupils who are not making progress?	The school will have arrangements in place to commission services or resources from local or national agencies & charities to work in schools. These will provide professional development to staff or specific, specialist support to pupils for whom success is elusive and who need an even more personalised programme delivered by an appropriately qualified person. The area wide Local Offer will make explicit which services the local authority can provide or commission and how these may be accessed. The school's strategic plan will outline how these additional resources are funded.	Section: The Local Offer Case Study: Excellent progress through a combined reading and phonics based programme and through the Framework resources: <u>Case Study: Barlow Hall School</u>

12 questions for governors

The question	What you would expect to see	Examples from the guidance which can help schools
9. How can this school collaborate with other schools or agencies to 'jointly fund' specialist provision for pupils?	Using commissioning guidelines developed by I CAN, clusters of primary schools access appropriate language development training and support for their staff and join together to commission an NHS Speech and Language therapist. SLT expertise is available to children with SLCN across the cluster. Training teachers and teaching assistants in how to develop children's language skills is central to A Chance to Talk. (Using joint commissioning approaches to develop the Local Offer: SEND Pathfinder Information Pack: V 3 Dec 2013)	Case Study from Pathfinder Information Pack The Local Offer of I CAN school commissioning model for supporting speech and language development.
10. Is there a link on the school website to its Local Offer and to the area-wide Local Offer?	The school Local Offer will be available for parents and carers in clear and jargon-free language. There will be processes in place to keep this offer dynamic and responsive to the needs of its pupils. This will also link to the area-wide Local Offer so that parents can see the 'big picture' in terms of the Education, Health and Care offer.	Section: The Local Offer: An example of what needs to be in this for pupils with literacy difficulties, dyslexia and SpLD.

12 questions for governors

The question	What you would expect to see	Examples from the guidance which can help schools
11. What data does the school use to ensure that its Local Offer meets the needs of its community?	The school is clear about how well its pupils are doing in comparison to similar groups nationally. It has high expectations for all and sets challenging targets (e.g. using the transition matrices) for all including those who are not making good progress. The local offer is dynamic and provides a range of high quality teaching and support to ensure that all pupils with SEND are making progress.	Section: Graduated Approach: The link between learning and assessment.
12. How can you be sure that the school is meeting its duties under the new Code of Practice	The school has developed a clear programme of on-going professional development to ensure that all staff understand their duties in relation to the Code of Practice. There is a documented and strategic approach to providing high quality teaching for all pupils and additional evidenced-based interventions for pupils with SEND who require this graduated approach. Parents and Carers of children and young people with SEND work in partnership with the school. The school has arrangements in place to ensure that those individuals who require specialist provision receive it.	All of this guidance will support schools to identify what they need to do to meet their duties under the new Code of Practice 2014.

Effective Practice



Introduction



Effective Practice

School Funding Reforms

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This section of the guidance is in two parts

Evidence

This will provide you with key messages from the research about effective practice for children and young people with literacy difficulties, specific learning difficulties and dyslexia

Resources to Support

This will signpost schools and local authorities to guidance and resources that are freely available to support the development of effective practice in schools



“We know what works for children and young people with dyslexia and literacy difficulties

While there are no ‘quick fixes’, research and best practice converge on the principles that define effective provision for children with dyslexia and the kinds of support schools need to implement and sustain such provision.”

Dyslexia and Literacy Difficulties: Policy and Practice Review 2014
A report from Dyslexia Action on behalf of, and endorsed by, the members of
The Dyslexia-SpLD Trust

Children and young people learnt best when:

- ✓ Teachers presented information in different ways to ensure all children and young people understood
- ✓ The effectiveness of specific types of support was understood and the right support was put in place at the right time
- ✓ Teachers adjusted the pace of the lesson to reflect how children and young people were learning
- ✓ Lesson structures were clear and familiar but allowed for adaptation flexibility
- ✓ Assessment was secure, continuous and acted upon
- ✓ Teachers' subject knowledge was good, as was their understanding of pupils' needs and how to help them
- ✓ Respect for individuals was reflected in high expectations for their achievement
- ✓ The staff understood clearly the difference between ensuring children and young people were learning and keeping them occupied
- ✓ All aspects of a lesson were well thought out and any adaptations needed were made without fuss to ensure that everyone in class had access

Special Educational Needs and Disability Review: A Statement is Not Enough — OFSTED 2009



Activity 1



The Education Endowment Foundation: Teaching and learning toolkit

This accessible summary of educational research provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The research found that the top two approaches which had most impact on pupils' progress were:

- ✓ Pupil Feedback
- ✓ Meta cognition and self-regulation

OFSTED report found that children and young people with SEND learnt best when:

- ✓ Assessment was secure, continuous and acted upon
- ✓ The effectiveness of specific types of support was understood and the right support was put in place at the right time



Education Endowment Foundation
Toolkit

Rose: Key strategies 2





“What works for children and young people with literacy difficulties?”

Greg Brooks (2013)

This is the fourth edition of this research. The first edition was published in 1998 and subsequent editions were published in 2002, 2007 with this fourth edition being published in 2013.



What works well for children and young people with literacy difficulties 2013

Interventions for Literacy 2013

What works for children and young people with literacy difficulties? — Greg Brooks

In this edition some schemes have been dropped and others added but unlike previous editions, the 2013 version is in two parts:

Part 1

This part deals with schemes for children aged from ages 5-14 who have not been identified as having a specific educational need but may be struggling to learn to read and write. It retains information from 23 schemes from the previous edition and 9 new ones.

Part 2

This part is almost entirely new and this focuses on schemes designed:

- ✓ For children with specific special educational needs including dyslexia & specific learning difficulties (Chapter 4)
- ✓ To boost literacy at primary /secondary transition (Chapter 5)
- ✓ For young people aged 14-16 including those detached from education or training and those who have offended or may be at risk of doing so (Chapter 6)



What works for children and young people with literacy difficulties?

— Greg Brooks

The only schemes included are those which are readily available and have been quantitatively evaluated in the UK, and for which at least one reasonable impact measure has been calculated, where ‘reasonable’ implies that the scheme has been shown in at least one study to double pupils’ normal rate of progress.

You may use other reading schemes and approaches which have not been included in this research but for which you have evidence of substantial impact (i.e. double the normal rates of progress).



Rose: Key elements of early intervention

The Phonics Screening Check - Responding to results: Advice to schools supporting the learner with dyslexia-SpLD

Communicating Phonics

What works for children and young people with literacy difficulties? — Greg Brooks

What works well	What schools can do
Ordinary teaching (no treatment) does not enable children with literacy difficulties to catch up (1)	Although good classroom teaching is the bedrock of effective practice, most research suggests that children falling behind their peers need more help than the classroom normally provides. This help requires coordinated effort and training. A graduated approach to teaching such children and young people is required. A few children will require a programme designed and taught by specialist teachers.
Schemes for KS3 are few but several work well for reading and Grammar for Writing has great potential (2)	For examples of evidence based schemes that work well go to <u>Interventions for Literacy website</u> .
Schemes for children who struggle with spelling, work best when highly structured (3)	Children with spelling problems need schemes delivered systematically 'little and often'. For examples of evidence based schemes that work well go to <u>Interventions for Literacy</u> .
Work on phonological skills for reading should be embedded within a broad approach (4)	To learn more about what research tells us about the key elements of early intervention see: <u>Rose: Key elements of early intervention</u> . Children with severe difficulties in phonological skills may need more 'stand alone' phonics teaching to support their speaking and listening. For examples of this look at: <u>The Phonics Screening Check — Responding to Results: Advice to schools supporting the learner with dyslexia-SpLD</u> <u>Communicating Phonics</u>



What works for children and young people with literacy difficulties? — Greg Brooks

What works well	What schools can do
Children's comprehension skills can be improved if directly targeted (5)	Children falling behind their peers need both carefully structured reading material and rich exciting texts. For developing comprehension skills go to <u>Interventions for Literacy</u> .
ICT approaches work best when they are precisely targeted (6)	The mediation of a skilled adult is essential to ensure ICT driven schemes meet children's needs. For examples of evidence based schemes that work well go to <u>Interventions for Literacy</u> . For examples of using ICT to develop independence see: <u>Load2Learn</u> and Using Graphic Organisers.



[Load2Learn](#)

[Screencast.com](#)

What works for children and young people with literacy difficulties? — Greg Brooks

What works well	What schools can do
Large scale schemes, though expensive, can provide good value for money	When establishing value for money, long-term impact and savings in future budgets for special needs should be considered especially when helping the lowest-attaining children.
Where reading partners are available and can be given appropriate training and support partnership approaches can be very effective	Reading partners need skilled training and support to maximise impact. A school needs to manage partners so that feedback to teachers is effectively and regularly given. Teaching assistants (TAs) and learning support assistants (LSAs) are well equipped to undertake this role. Resource: <u>Case Study: Effective Transition</u>
Success with some children with the most severe problems can be elusive and this reinforces the need for skilled, intensive, one-to-one intervention for these children	The greater the need the more skilled the teacher needs to be. Children and young people with severe difficulties normally benefit from a highly trained teacher working through an intensive and wide ranging scheme using powerful ongoing diagnosis based on close observation. Such teachers will normally have a specialist qualification. You may need to involve the skills of a specialist teacher or a Speech and Language Therapist to both assess and provide details of a 1:1 personalised programme.

What works for children and young people with literacy difficulties? — Greg Brooks

What works well	What schools can do
Interventions longer than one term may produce proportionally further benefits but the gains need to be carefully monitored	If a scheme is not producing the required acceleration for the child (i.e. at least double the rate of progress), it is counter-productive to produce more of the same. Schools should analyse the needs of individual children carefully and then match needs with the most appropriate intervention.
Good impact – sufficient to at least double the standard rate of progress — can be achieved, and it is reasonable to expect it.	If the scheme matches the child's needs, teachers and children should expect to achieve rapid improvement. High expectations are realistic expectations in most cases.

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties

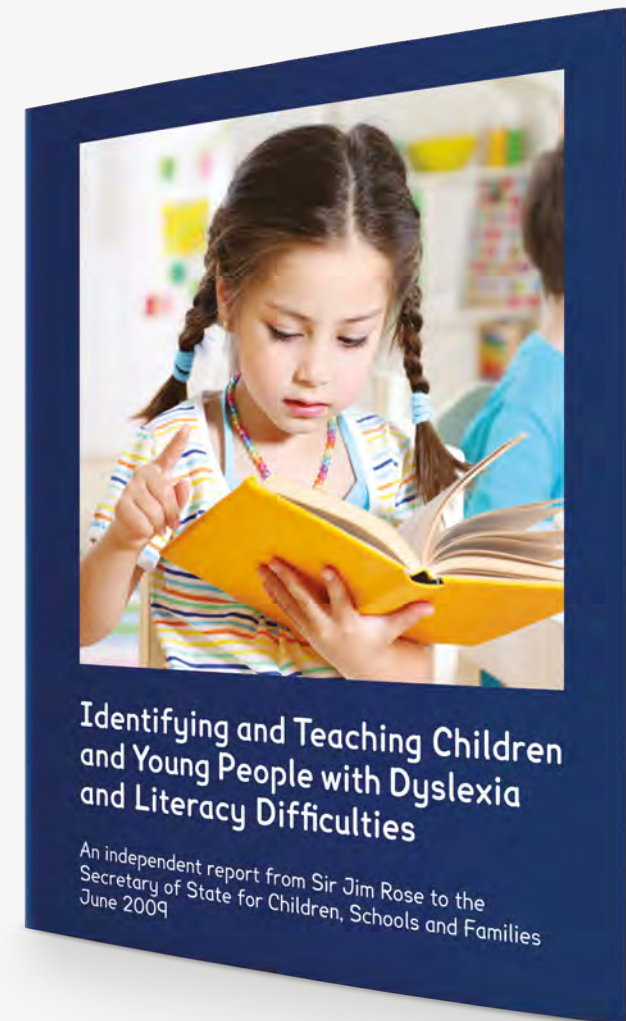
“...the ability to read well is key to success in education and an essential ‘life skill’.”

Sir Jim Rose

Sir Jim Rose's report (2009) highlighted the importance of teachers having an understanding of the normal processes of development in reading and spelling and, in particular, the 'Simple View of Reading'.

The starting point for every teacher for their pupils should be The Simple View of Reading because it enables the identification of children vulnerable to making progress because of:

- ✓ Poor phonological awareness
- ✓ Weak verbal memory
- ✓ Lower verbal processing speed
- ✓ Poor reading comprehension



Activity 2



Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties — Rose

Teaching the skills of reading and spelling to pupils with dyslexia was most successful when teachers:

Teaching was successful when:	What would this look like in schools?
Used multisensory methods for teaching & encouraged multisensory learning	Resource: <u>Rose: Key strategies 2</u>
Planned and delivered lessons so that children and young people experience success	Resource: Primary School 3: The Phonics Screening Check – Responding to Results Advice for Schools Supporting the Learner with Dyslexia-SpLD
Planned and adapted the teaching programme to meet individual needs	As phonics is only one aspect of reading, there is a chance that groups of children can catch up well in phonics learning, but fall behind in other areas of literacy. How could you monitor children's learning to spot early gaps in their broader literacy knowledge? Resource: <u>Communicating Phonics</u> <u>Rose: Key strategies 2</u> <u>Rose: The simple view of reading</u>

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties — Rose

Teaching the skills of reading and spelling to pupils with dyslexia was most successful when teachers:

Teaching was successful when:	What would this look like in schools?
Taught a structured programme of phonics	How does your chosen phonics programme support you to identify groups of children that fall behind in their progress? Resource: <u>Primary School 2: The Phonics Screening Check – Responding to Results.</u> Advice for schools supporting the learner with dyslexia-SpLD.
Built in regular opportunities for consolidation & reinforcement of teaching points already covered	Resource: <u>Primary School 1: The Phonics Screening Check – Responding to Result.</u> Advice for schools supporting the learner with dyslexia-SpLD.
Maintained rapport with children and young people	

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties — Rose

Teaching the skills of reading and spelling to pupils with dyslexia was most successful when teachers:

Teaching was successful when:	What would this look like in schools?
Planned a purposeful and engaging balance of activities in lessons	What do you know about how identifiable groups in your cohort like to learn? For example, Cobden Primary School has a cohort mainly of boys, so their approach is active. They have outdoor learning boxes and note pads so children can dress up and write notes as part of the game. The boys also respond to competitive learning – if they score a goal they can take a letter and their team can make a word. Could you adapt your learning approach to each year's cohort?
Taught children and young people to be aware of their own learning strategies	Resource: <u>Case Study: Cognition and Learning Differently</u>



Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties — Rose

Teaching the skills of reading and spelling to pupils with dyslexia was most successful when teachers:

Teaching was successful when:	What would this look like in schools?
Taught children and young people to develop effective learning strategies	Resource: <u>Case Study: Cognition and Learning Differently</u>
Showed sensitivity to the emotional needs of children and young people	Resource: <u>Primary School 6 The Phonics Screening Check – Responding to Results</u> Advice for schools supporting the learner with dyslexia-SpLD
Selected appropriate resources to support particular learning needs	Resource: <u>Case Study on the BDA — Dyslexia Friendly Quality Mark</u>
Taught children and young people to improve their working memory	For further useful information on working memory and the classroom. Resource: <u>Understanding working memory: A classroom guide</u> <u>Professor Susan E Gathercole & Dr Tracey Packham Alloway.</u> <u>See Case Study pages 14-18</u>

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties — Rose

- ✓ Pupils with dyslexia need to be explicitly taught the same basic principles of reading and spelling as all pupils
- ✓ They can be taught to read but it takes longer and needs continuing and systematic approaches (daily practice)
- ✓ They continue to need explicit teaching
- ✓ Once essential foundations of early reading have been established most pupils start to develop a 'self teaching system' Pupils with dyslexic difficulties don't learn as easily
- ✓ The content of learning remains the same as for younger pupils but the teaching is in 'small steps' that constantly check whether pupils have retained and can apply what they have been taught

When differentiating reading materials & tasks be mindful of how they look. Use the same format and illustrations as you do for all pupils. Make them age appropriate



The link between language and literacy development

We know that it is important to ensure that language skills are developed in Early Years in order to support later literacy development

The role of oral language in supporting early literacy development is complex however it is universally acknowledged that successful development of literacy depends upon competent language skills.

In a landmark longitudinal study, Bishop and Adams followed a cohort of pre-school children with language difficulties through to primary school. At age eight they found that children whose language difficulties had been resolved by five and a half had developed good reading and spelling skills in contrast to the group that had persistent SLCN

Reference: Bishop, D.V.M and Adams (1990): A Prospective Study of the Relationship Between Specific Language Impairment, Phonological Disorders and Reading Retardation Journal of Child Psychology and Psychiatry 31



“Although well-founded interventions enable most children to make progress, those with the most severe difficulties invariably require more specialist support.”

Sir Jim Rose: Identifying and teaching Children and Young People with Dyslexia and Literacy Difficulties



Activity 3

What approaches do specialist teachers use?

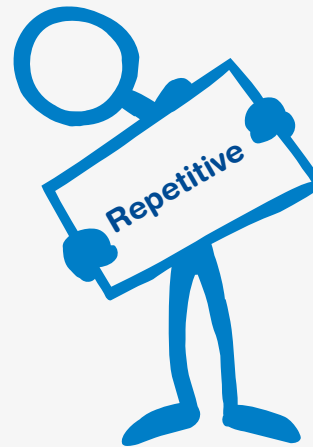
Specialist dyslexia teachers describe their teaching as being:



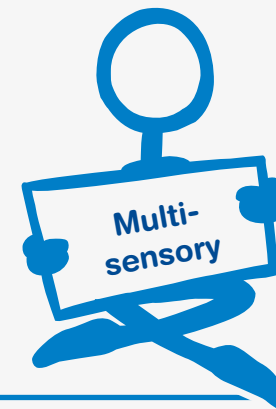
There is a prescribed sequence of learning targets (or buzz words) that are presented in small steps



New learning builds on what has already been learnt so that previous learning receives further practice



Continued repetition and checking ensure that learning is retained in the long-term memory



Seeing, saying and writing a word repeatedly to fix it in the memory

The features of good practice identified by OFSTED and by Rose show close agreement...

- ✓ Good practice for those with dyslexia is not just about individualised learning programmes and the specific content of these programmes
- ✓ The ethos and organisation of learning within the classroom and across the whole school also make a big difference

In summary, effective learning for children with dyslexia depends on:

- ✓ A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils
- ✓ Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these
- ✓ Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers
- ✓ Access to additional learning programmes and resources to support development of key skills and strategies for independent learning



Further Reading — Dyslexia and Literacy Difficulties: A Policy and Practice Review. A consensus call for action: why, what and how?



We now have evidence about the most effective teaching and interventions for children and young people who have literacy difficulties

Therefore

- ✓ We need to ensure that any additional interventions are delivered by well trained individuals
- ✓ With the regularity and frequency that the research indicates works
- ✓ Classroom teachers understand the processes involved in learning to read and that they are trained to spot opportunities to generalise any learning outside the classroom, in the classroom, to enable children to have the opportunities to practice their newly-acquired skills frequently & often (to the point of over learning)

Read the following case study to see what one school is doing to identify children early and ensure that all staff have the skills to take swift and effective action when a child is not making progress in literacy



Barlow Hall Case Study



Resources to support you

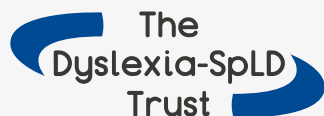
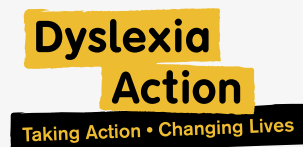


Guidance for schools and local authorities
on some resources that are freely available
to support the development of effective
practice in schools.



Resources

The following websites host a range of resources advice and training to support teachers to develop their professional understanding and skills to support children with literacy difficulties, dyslexia and SpLD



At a glance Professional Development	What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?	Aimed at
<u>Dyslexia-SpLD Trust</u>	The Literacy and Dyslexia/SpLD Professional Development Framework It will improve your ability to: ✓ Demonstrate an understanding of and take responsibility for promoting high standards of literacy ✓ Adapt teaching to respond to the strengths and needs of all pupils ✓ Make accurate and productive use of assessment ✓ Fulfil wider professional responsibilities e.g. take responsibility for improving teaching <i>(From Qualified Teaching Standards 2012)</i>	Head teachers, NQTs, TAs, those working towards a specialist qualification in Dyslexia, ITT, Lecturers and practitioners in FE.
	Interventions for literacy is an on-line, interactive, evidence-based navigable tool for practitioners and parents based on Professor Greg Brooks' 'What works for pupils with literacy difficulties'. It is funded by the Department for Education and has been developed collaboratively by organisations that make up the Dyslexia-SpLD Trust. It allows users to choose effective interventions based on pupil need. It is supported by a resource bank of case studies in multiple formats such as short film, written and roadmaps. There are a number of downloadable resources for parents and practitioners to use at home and in the classroom.	All leaders in school and professionals working with children and young people with SpLD, literacy difficulties and dyslexia.

At a glance Professional Development	What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?	Aimed at
<u>Dyslexia-SpLD Trust</u>	<u>The Phonics Screening Check — Advice for schools supporting the learner with dyslexia-SpLD.</u> This resource has been developed with the support and funding of the Department for Education to support those teachers administering the phonics screening check; it is referenced in the revised SEN Code of Practice. Collaboratively developed by organisations that make up the Dyslexia-SpLD Trust this resource gives valuable information on how to interpret the results of the check and how this maps with universal, targeted and specialist support and when and how to seek more specialist advice.	Teachers
	<u>Parent Champions</u> The Parent Champions resource site has been developed by parents for parents and is supported by the Department for Education. Whilst hosting a bank of resources designed to help parents and carers it provides an invaluable tool for practitioners in schools to signpost parents with children struggling with literacy.	Parents and practitioners



PATOSS Guidelines: Developing clear, consistent and accessible presentation slides

BDA Style Guide

Rose: Three levels of identification

At a glance Professional Development

The Communication Trust

What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?

The Communication Commitment is a simple way to ensure all pupils communicate to the best of their ability by developing a whole-school approach to communication. You'll be supporting all of your pupils, including those with SLCN, to communicate better - It's free to register on-line and you'll receive free information, toolkits, resources and a personalised action plan.

What works is a database of evidenced interventions to support children and young people with speech, language and communication needs.

Listen to us is a learning resource to support understanding of speech language and communication needs.

Communicating Phonics: This is a guide to support teachers delivering and interpreting the phonics screening check to children with speech, language and communication needs (SLCN).

Aimed at

Head teachers who want to ensure that pupils get the right intervention as early as possible.

Teachers who want to improve their skills and knowledge in this area.

All leaders in schools and professionals working with children and young people with SpLD, literacy difficulties and who may be a risk of dyslexia.



At a glance Professional Development	What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?	Aimed at
<u>The Communication Trust</u>	<u>The Speech, Language and Communication Framework (SLCF):</u> The SLCF sets out the skills and knowledge needed by practitioners to support the speech, language and communication development of all children. The SLCF is available as an online self assessment tool, which you can log in and work through at your own pace. Please <u>click here</u> to complete the SLCF. <u>Universally Speaking:</u> Universally Speaking is a series of books. They show where children should be with their communication skills at any given age. Available for those working with ages 0-5, 5-11 and 11-18, you can use them to find out whether the children you work with are on the right track, what helps them learn to talk and listen and what to do if you have concerns about any of their communication abilities. Please <u>click here</u> to download.	Anyone working with children and young people with SLCN.

At a glance Professional Development	What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?	Aimed at
<u>The Communication Trust</u>	Level 3 Award: The Communication Trust, in collaboration with City & Guilds, has developed a Level 3 Award ‘Supporting children and young people’s speech, language and communication’. This Award, also accredited by CACHE and apt awards, has been accepted onto the Qualification and Credits Framework and provides a robust continued professional development qualification for people working with children and young people. Please click here for more information. Communication Supporting Classroom Observation Tool: This tool was developed as part of the Better Communication Research Programme (BCRP) in 2012. It’s designed to be used in an observation of a classroom or a learning space by someone other than the adult working with the children. The observation tool can be used in Reception, Year 1 and Year 2 classrooms and other early years learning spaces. Please click here to download.	Anyone working with children and young people with SLCN.

At a glance Professional Development	What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?	Aimed at
<u>IDP</u>	The Inclusion Development Programme: teaching and supporting pupils with Dyslexia It will improve your ability to : ✓ Identify pupils with literacy difficulties who are experiencing barriers to their learning ✓ Understand why some pupils struggle with reading and spelling ✓ Learn about some of the co-occurring difficulties often associated with dyslexia ✓ Plan for and support such pupils effectively in the classroom	All governors, teachers including NQTs, TAs, teachers in training, Lecturers and practitioners in FE.
<u>AfA3As</u>	Achievement for All “Engaging with parents and carers” The Achievement for All 3As ‘Are We Ready’ programme is focused on SEND Reforms and the implementation of the Education Health and Care Plan and the Code of Practice. Visit their website and check your readiness for September 2014 and beyond by completing the self-audit appropriate to your organisation. Based on the success and impact of the Department for Education funded Achievement for All Schools programme, the charity invites you to visit their website www.afa3as.org.uk regularly for updates and further information on this and their other activities.	✓ Schools ✓ LA’s ✓ Clinical Commissioning Groups (CCGs) ✓ Parents and carers

At a glance Professional Development

NASEN

SEND Gateway

What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?

Nasen now hosts a range of free SEND CPD materials.

A Whole School Approach to Improving Access, Participation and Achievement

Within the toolkit are four training modules that the SENCO can use to develop training sessions for all staff. All materials can be downloaded and adapted to meet the needs of individual schools.

Each module is accompanied by a set of training notes, activity sheets and information sheets. The website also has links to all the resources that have been used within the toolkit plus many more that a SENCO may find useful:

Primary Training toolkit

Secondary Training toolkit

Inclusion Development Programme: Teaching and Supporting pupils with Dyslexia (IDP)

The Inclusion Development Programme (IDP) is part of the Government's strategy to improve outcomes for children with special educational needs and was first outlined in Removing Barriers to Achievement.

Advanced Training

Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties. (This resource is due to be revised).

These training materials were commissioned in response to a Government recommendation, following the Lamb Inquiry (2009). The materials consist of five learning modules, each of which focuses on one of the above areas of special educational needs and disability (SEND).



At a glance Professional Development	What is it and how will it improve my teaching and help pupils with literacy difficulties, specific learning difficulties and dyslexia?	Aimed at
<u>Education Endowment Foundation</u>	<u>The Education Endowment Foundation: Teaching and learning toolkit</u> This is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils	All leaders in school and professionals working with children and young people.
<u>Load2Learn</u>	Load2Learn is an online resource delivered by the national organisations and funded by the Department for Education (DfE) to help schools better support learners with dyslexia, who are blind or partially sighted, or who have a disability. With 10% of students struggling to read standard print there is huge demand for this resource and it is essential that staff are supported to give learners the extra help they need to reach their potential, achieve greater standards of reading and writing and experience equality of opportunity within schools: This service is free to educators in the UK.	Teachers and pupils who have identified that making adjustments to the text can help them to access the curriculum.
<u>AET</u>	National Autism Standards: This resources allows schools to review their provision in this area and plan improvement. This resource is free to download from the <u>AET website</u>. The Competency Framework: This framework supports the planning of professional development in autism education. This resource is free to download from the <u>AET website</u>.	Teachers and teachers in training, learning support assistants and trainers

small changes

can make a big difference to those
who have difficulties reading text

What do you do in your school to enable pupils who have difficulty with text to access the curriculum more easily?
Consider your approaches to:

- ✓ Whole school presentation policy
- ✓ Slide background colour
- ✓ Layout
- ✓ Size and choice of font
- ✓ Spacing
- ✓ Writing style and language



PATOSS Guidelines: Developing clear, consistent and accessible presentation slides

BDA Style Guide

How to develop independence in planning and structuring ideas for young people who are dyslexic or have literacy difficulties:

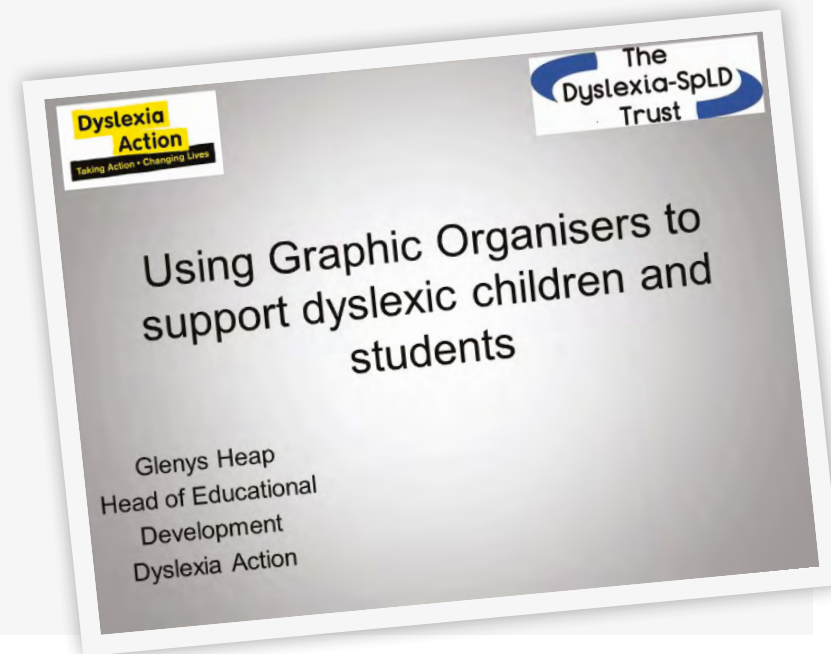
One approach

Graphic organisers are tools which incorporate visual thinking and learning that help students;

- ✓ Link or associate new ideas and concepts and organise thoughts
- ✓ Retain and recall information at later dates
- ✓ Understand and see relationships
- ✓ Integrate new knowledge

Research tells us that information is remembered better when it is represented both visually and verbally.

If you would like to learn more about graphic organisers and how they can help your children and young people to learn more effectively and take control of their learning, [click here](#)



Assistive technologies can and do make a difference



**Thank you,
your service has been
really fantastic and so
helpful for me at school! I
can access the PDFs on my
iPad and pinch and zoom
into crystal clear textbooks
now!**

**Jadine,
Load2Learn**

Assistive technologies can and do make a difference



Our service has
made good use of L2L
since the beginning of 2013
... By reducing the amount
of preparation required in this
way our Communication Support
Workers' time is freed up to
support learners in the classroom
setting, as opposed to spending
long periods at the computer.

Phil Carrington,
Staffordshire Vision
Impairment Service

Using assistive technologies to develop independence in learners

Dyslexia Action and the [Royal National Institute of Blind People](#) (RNIB) have developed a new online resource which promises to improve the school experience for learners who can't read standard print. Our service is free to educators in the UK. Click [here](#) to see it.

Curriculum materials across all Key Stages - textbooks, test papers and images - can be downloaded in a range of file formats and then adapted to suit the personal reading needs of students. There are currently over 1,500 titles and 1,000 images to download and documents can be customised to create different print or braille versions.

Load2Learn was designed by the two charities not only to provide accessible curriculum materials but also to offer teaching staff guidance, information and training to support learners with dyslexia, blindness and partial sight. Load2Learn is also planning to provide an online community for teachers, SENCOs and support staff to share resources and best practice.



**Further information
about how you can use
these resources if you
are a teacher and you
wanted to develop your
skills and understanding
in this area**



The Literacy & Dyslexia-SpLD professional development framework

- ✓ To improve your confidence and knowledge in this area go to [The Literacy and Dyslexia/SpLD Professional Development Framework](#)
- ✓ Have a look at the introductory video which is on tab at the top of the screen
- ✓ Consider how it would be practical in your school to engage all staff in this framework
- ✓ What would be the benefits:
 - a) for the individual staff
 - b) the children and young people
 - c) you

You will also find the following on the Literacy and Dyslexia/SpLD Professional Development Framework on the Dyslexia-SpLD Trust website

- ✓ Over 150 resources relevant to support teachers develop skills and knowledge in this area
- ✓ Further information about CPD courses, tailored to your needs, level of expertise and skills

I want to do some
self study to gain a
general understanding
of how dyslexia and
other SEND impact
upon learning so that
I can improve my
practice in this area



*Case Study: Exploring evidence of
impact: The Literacy and Dyslexia
Professional Development Framework*



The Inclusion Development Programme:

It's a suite of on-line CPD materials (primary & secondary & early years) designed to help busy teachers know exactly what to do to make their classrooms more inclusive for the following groups of pupils.

Children and young people:

- ✓ With dyslexia and literacy difficulties (primary & secondary only)
- ✓ With speech language and communication difficulties (P & S & EY)
- ✓ On the autism spectrum (P & S & EY)
- ✓ With social and emotional difficulties (P & S & EY)



The Inclusion Development Programme:

Teaching and supporting pupils with dyslexia and other literacy difficulties

There are four short presentations on each of the areas covered, which contain:

- ✓ Links within the presentations which will take you directly to your video example (suggestions are included)
- ✓ Links within the presentation which will take you directly to screen pages
- ✓ Suggestions for group activities to do during the sessions
- ✓ Examples of posters and materials that you can use to demonstrate key points and gather the views of the group you are working with which will provide you with the evidence that you need to implement strategic changes

If you are a
SENCO or
member of the
leadership team
who wanted to
lead a session
with staff



Activity 4



IDP Guidance for Trainers





What works for children and young people with literacy difficulties?

The Dyslexia-SpLD Trust hosts an interactive version of this research. It allows you to search for interventions; alphabetically and via an advanced search which allows you to search the age range or area of difficulty e.g. reading or spelling and perceived needs.

I'm looking for
an intervention
which has a
substantial impact
on year 7 boys'
writing



Activity 5



The Interventions for Literacy



From nasen:

A Whole School Approach to Improving Access, Participation and Achievement

- ✓ Four training modules that the SENCO can use to develop training sessions for all staff
- ✓ All materials can be downloaded, personalised and adapted to meet the needs of individual schools
- ✓ Each module is accompanied by a set of training notes, activity sheets and information sheets
- ✓ The website also has links to all the resources that have been used within the toolkit plus many more that a SENCO may find useful



If you are a
SENCO or
member of the
leadership team
who wanted to
lead a session
with your team

Introduction



Effective
Practice

School
Funding
Reforms

The
Graduated
Approach

The
Local
Offer

If you would like to increase your skills and competencies even further by gaining specialist accreditation here is some information to help you:

Name of course	Level	Requirements	Qualification upon completion	What will this qualify me for/ enable me to do to help my students?
Diploma in SpLD (can be taken at either pre16 level or FE/HE level)	Level 7	Usually QTS status and have a minimum of two years teaching experience.	A higher level post graduate course lasting approximately one year part time. This could lead to AMBDA status (Associate Member of the British Dyslexia Association).	Candidates completing the Diploma course are eligible to apply for an Assessment Practising Certificate to carry out diagnostic assessments, including those for Disabled Students' Allowances, and assessments for Access Arrangements for examinations according under the JCQ regulations.
Certificate in SpLD (can be taken at either pre16 level or FE/HE level)	Level 5	Usually QTS status and a minimum of two years experience of working in schools.	A course lasting approximately one year part time. This can lead to ATS (Approved Teacher Status). Professionals completing this level may choose go on to complete the second part of the course, leading to the Diploma.	Those holding this Certificate would be qualified to provide specialist support to pupils with SpLDs and carry out tests in attainment and ability to plan and review teaching programmes.
Learning Assistant Courses	Level 3	Currently working with children in a school setting.	Supporting pupils with SpLDs, leading to ALSA status (Accredited Learning Support Assistant).	Understand and support children with dyslexia in the classroom.

Frequently asked questions about accreditation

Question	Answer
How do I know that my course/ qualification is validated and qualifies me to be recognised as a 'specialist TA or Teacher'	BDA and SASC Accredited qualifications are the standard for specialist teacher and assessor training to support learners with dyslexia and specific learning difficulties. Websites for reference: <u>Bdadyslexia</u> <u>SASC</u>
Why is a ATS teacher not qualified to do full assessments	The level 5 course covers specialist teaching but does not go into the depth of knowledge about assessment needed to diagnose the dyslexia profile of an individual. This is covered at Level 7.
Where can I find a list of SpLD Assessment Practicing Certificate awarding bodies?	SASC has a responsibility for providing guidance on training and implementation of standards and for overseeing and approving processes of awarding SpLD Assessment Practising Certificates <u>SASC</u>
Where can I find a list of accredited courses?	For SASC accredited courses go to <u>SASC</u> For BDA accredited courses go to the BDA website: [see notes below] Accredited Learning Support Assistant Courses. <u>ALSA courses</u> Accredited Diploma Level 7 Courses. <u>AMBDA courses</u> Accredited Certificate Level 5 courses. <u>ATS courses</u>
As an NQT does this mean that I can't start to work towards ATS status?	You can develop your understanding of the difficulties that pupils and young people with literacy difficulties and dyslexia face and how you can support them in the classroom by reading widely, visiting the Dyslexia–SpLD Trust website, engaging with the Framework and understanding and applying the key messages in the Inclusion Development Programme. Nothing can compensate for good classroom teaching. Once you have completed two years F/T (or equivalent) teaching then you can apply for a ATS level course.

Key reading to inform practice:

The following documents should be key reading for all SENCOs and for new SENCOs who are undertaking the SENCO professional qualification.

- ✓ Identifying and Teaching Children and Young people with literacy difficulties: An independent report to the Secretary of State from Sir Jim Rose: June 2009
- ✓ Dyslexia and Literacy Difficulties: Policy and Practice Review: A consensus call for action: why, what and how? Dyslexia-SpLD Trust September 2013
- ✓ Special Educational Needs and Disabilities (SEND) Code of Practice for 0-25 years



Identifying and Teaching Children and Young people with literacy difficulties : An independent report to the Secretary of State from Sir Jim Rose : June 2009

Dyslexia and Literacy Difficulties: Policy and Practice Review: A consensus call for action: why, what and how? Dyslexia-SpLD Trust September 2013

The SEND Code of Practice 2014





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School funding changes and children with SEND in mainstream schools.

This section of the guidance will provide you with information that will support you when considering how you use your funding effectively to ensure that those with literacy difficulties, specific learning difficulties and dyslexia can learn effectively and are making good progress.

Summary of key points

**The school funding
arrangements changed
in April 2013**

**School and local authority
responsibilities have not
changed**

**Support for children with SEND
should not change because of
the funding changes**

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Are you spending your SEND budget wisely?

The activity below is designed to involve all staff in auditing their teaching approaches, CPD requirements, resources and interventions so that the school knows what it needs to do to augment their provision. Core funding for all pupils plus a notional SEND budget for those identified with special educational needs.

Local Schools' Forum agree the local funding formula

Mainstream schools including academies and free schools

Core funding — This is often called the age weighted pupil unit (AWPU)

The notional SEN budget: % identified within the overall budget called the notional SEN budget.

Allocation based on a national funding formula

6th forms & academy 6th forms and FE colleges

Core funding

Do not have % identified within the overall budget but they do have additional funding for students with SEND.

EY providers delivering funded early education places

LAs should ensure funding arrangements for early education reflect the need to provide suitable support for them.



Activity 6



Questions for schools to consider

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An amount of money for each pupil in the school

- ✓ Every pupil in a school attracts an amount of money
- ✓ This is sometimes known as AWPUP: Age weighted pupil unit
- ✓ The amount varies from one authority to another and is dependent upon a locally agreed formula
- ✓ In 2014, all secondary schools, including academies, received at least £3,000 for each pupil and all primary schools received at least £2,000 for each pupil
- ✓ This is part of each school's budget which the school can use to make general provision for all pupils including those with SEN



The school's notional SEN budget

- ✓ Every school has an identified amount of money called the notional SEN budget
- ✓ It is called 'notional' because schools can choose to spend what is needed to meet the needs of the pupils with SEN
- ✓ The amount in this budget is based on a formula which is agreed between schools and the local authority
- ✓ The formula usually gives more money to schools where there are more children who are not doing as well as others in English and Maths and where there are more children on free school meals. This provides a good guide to how many children with SEN a school is likely to have
- ✓ The government requires that schools are given enough money through the local funding formula so that they can meet the costs of SEN provision up to £6000, from within their budget
- ✓ Special educational provision is anything that is provided to meet a child's SEN that is additional to or different from provision made for all children
- ✓ Schools can use their budget in a flexible way to meet the needs of most of their pupils with SEN i.e. this should extend to most pupils with high incidence SEN

The role of the SENCO in securing money for SEN provision from the school's budget

- ✓ Agreeing with the headteacher and governors a sufficient SEN budget is important for planning, managing and reviewing SEN provision for pupils with SEN
- ✓ The notional SEN budget that is included in the school's overall delegated budget may be helpful to identify as a starting point for discussion about how much the school might need to spend
- ✓ SENCOs therefore need to plan strategically e.g. in relation to staff deployment or the implementation of effective teaching interventions
- ✓ The SENCO has an important strategic role in knowing how to deploy this resource most effectively

For many SENCOs this is straight forward and intrinsic to their work. For others, access to information about the SEN budget may be limited. Where this is the case, the SENCO will need to discuss the importance of this information with their headteacher, school bursar or finance manager, and designated SEN Governor.

Pupils with high needs

This is where a child or young person has needs which cost more than £6000

- ✓ Schools and colleges are not expected to meet the costs of more expensive support from within their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil/student per year.
- ✓ However, The local authority must provide additional top-up funding and (the provision) should reflect the cost of providing the additional support which exceeds that amount.
- ✓ There will be regional variations as to how this funding is allocated depending on local arrangements
- ✓ The resources on this page will support you to consider how you can identify and assess a child's needs through good classroom practice and assessment for learning. There is also information here on screening and assessment that you should read if you want to check if a child is at risk from dyslexia



[Rose: Three levels of identification](#)

[BDA: Dyslexia friendly schools' pack: English](#)

[The Phonics Screening Check](#)

[Screening and Assessment](#)

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Academies

- ✓ Funded through the Education Funding Agency (EFA), not through the local authority
- ✓ Get the same level of funding for each pupil as local authority schools in the same area
- ✓ Their notional SEN budget is worked out in the same way
- ✓ Can get top-up funding from the local authority in the same way



Activity 7

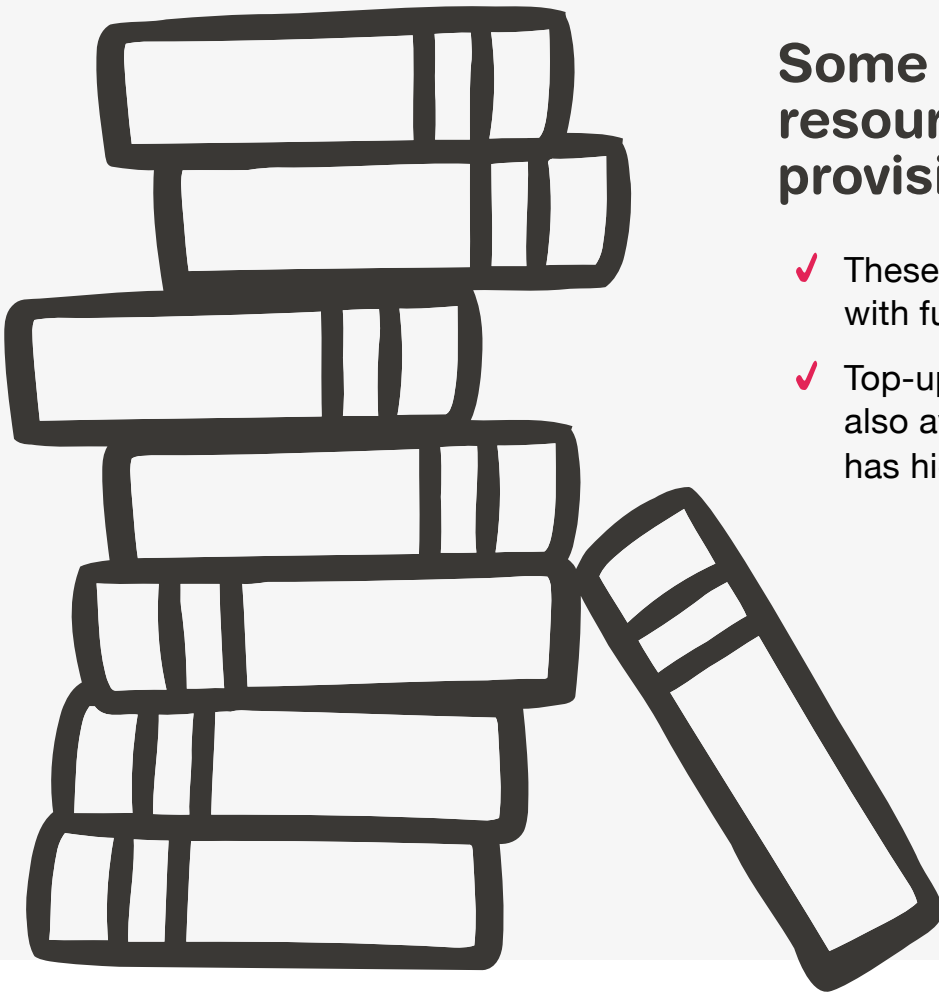
Resource bases or special units

Some mainstream schools run resource bases or special unit provision for pupils with SEN:

- ✓ These are funded in the same way as special schools with funding of £10,000 per place
- ✓ Top-up funding based on the assessed needs of pupils is also available from an LA's high needs budget if the pupil has high needs



Philippa Stobbs from the CDC



Some questions for schools to consider as part of the graduated approach and to audit the quality of their provision

Universal teaching: All pupils

Pupils with SEN whose needs can be met from within the school's budget. Additional SEN provision

A few pupils with significant SEN who may require additional funding from the LA's high needs budget for a more individualised approach. Additional SEN provision

- ✓ What strategic decisions should we be making about our provision both short and long term for those with literacy difficulties, specific learning difficulties and dyslexia?
- ✓ Do we have high aspirations for and ensure that all of our pupils make progress? Do we provide good teaching for all our pupils?
- ✓ Is our provision for pupils based on a careful analysis of needs and a monitoring of their progress in relation to opportunities and outcomes?
- ✓ Do we evaluate the effectiveness of all our provision to meet a wide range of pupil needs?
- ✓ How does our school leadership team consider how to make the best provision for those with literacy difficulties, specific learning difficulties and dyslexia?
- ✓ Do we make timely changes to provision for pupils where evaluation indicates this is required?



Activity 8

Some questions for schools to consider as part of the graduated approach and to audit the quality of their provision

Universal teaching: All pupils	Pupils with SEN whose needs can be met from within the school's budget. Additional SEN provision	A few pupils with significant SEN who may require additional funding from the LA's high needs budget for a more individualised approach. Additional SEN provision
How can we ensure that all our staff have the skills and confidence to meet the needs of those with literacy difficulties, specific learning difficulties and dyslexia?	How do we know that the interventions that we have chosen are making a difference?	Why can the school not meet the needs of the pupil requiring top-up funding? Is there something more that we need to be doing?
What steps do we take as a whole school to ensure that we are developing independent learners? How do we know that this is happening across the school?	What is our data telling us about the progress that our SEND pupils are making? Is this good enough....are we getting value for money? How does this compare to similar groups nationally?	Is there something that we need to be planning for here? What are we learning?



Activity 8



Questions for schools to consider

BDA Style Guide

PATOSS Guidelines: Developing clear, consistent and accessible presentation slides

Rose: Key strategies 1

Rose: Key strategies 2



Case Study Cognition and Learning Differently

The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school.

They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

SEND Code of Practice

What if a school does not have enough funding to meet the first £6,000 for all the children with SEN at the school?

If a school feels the local formula has not given them enough funding to meet the needs of children in their school, they will need to talk to the local authority.

The local authority can provide additional funding from their high needs budget for schools where the formula doesn't reflect levels of SEN.



Other sources of funding:

The Pupil Premium

- ✓ About one sixth of all state school children Years 1-11 receive FSM and many of these will have SEN
- ✓ Schools receive additional money from DfE for pupils who have been eligible for FSM at any point in the past six years via the pupil premium
- ✓ Schools are free to spend the pupil premium as they see fit however they will be held accountable to how they have spent this money to support children from low income families make accelerated progress and close the gap in attainment
- ✓ New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the premium

In 2014-15 the pupil premium will be worth £1,300 for every eligible primary pupil and £935 for every eligible secondary pupil. If the Pupil Premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money are of vital importance

So, there will be some pupils with SEN who will also receive the Pupil Premium?

Yes. Data from the 2012 census on the prevalence and characteristics of pupils with SEND tells us that pupils with SEND are more likely to be eligible for free school meals compared to those without SEN

- ✓ Some of these pupils will have SpLDs
- ✓ Schools will need to take care when choosing interventions and approaches to ensure that these boost these children's and young people's skills so that they can make accelerated and sustained progress
- ✓ SENCOs should have a central role to play in determining what interventions are put in place and in evaluating the effectiveness of these
- ✓ There is plenty of evidence available to help schools to make informed choices. See the attached resources for some examples
- ✓ The Local Offer should make clear to schools and parents
 - What schools are expected to provide for pupils with SEND
 - What is available from the area wide offer

The Year 7 Literacy and Numeracy catch-up premium:

- ✓ The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2
- ✓ It is provided to all state-funded schools with a year 7 cohort, including special schools, alternative provision (AP) settings and pupil referral units (PRUs)



Measuring impact: The Education Endowment Foundation

Teaching and learning toolkit

This accessible summary of educational research provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils

The research found that the top two approaches which had most impact on pupils' progress were:

- ✓ Pupil Feedback and
- ✓ Meta-cognition and self-regulation





The Graduated Approach

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Early Identification

While for many children SEND can be identified at birth or at an early age, some difficulties only become evident as children and young people grow older

It is therefore important that all those who work with young people be alert to emerging difficulties and respond early. It is important that all professionals listen and understand when parents express concerns about their child or young person's development

They should also listen to and address any concerns raised by children and young people themselves



Early Identification

Where SEND is identified, early years providers, schools and colleges should put:

- ✓ Appropriate evidence-based interventions in place
- ✓ These should be provided as part of a graduated approach
- ✓ Which includes regular review of progress and adaptations to the support provided as required

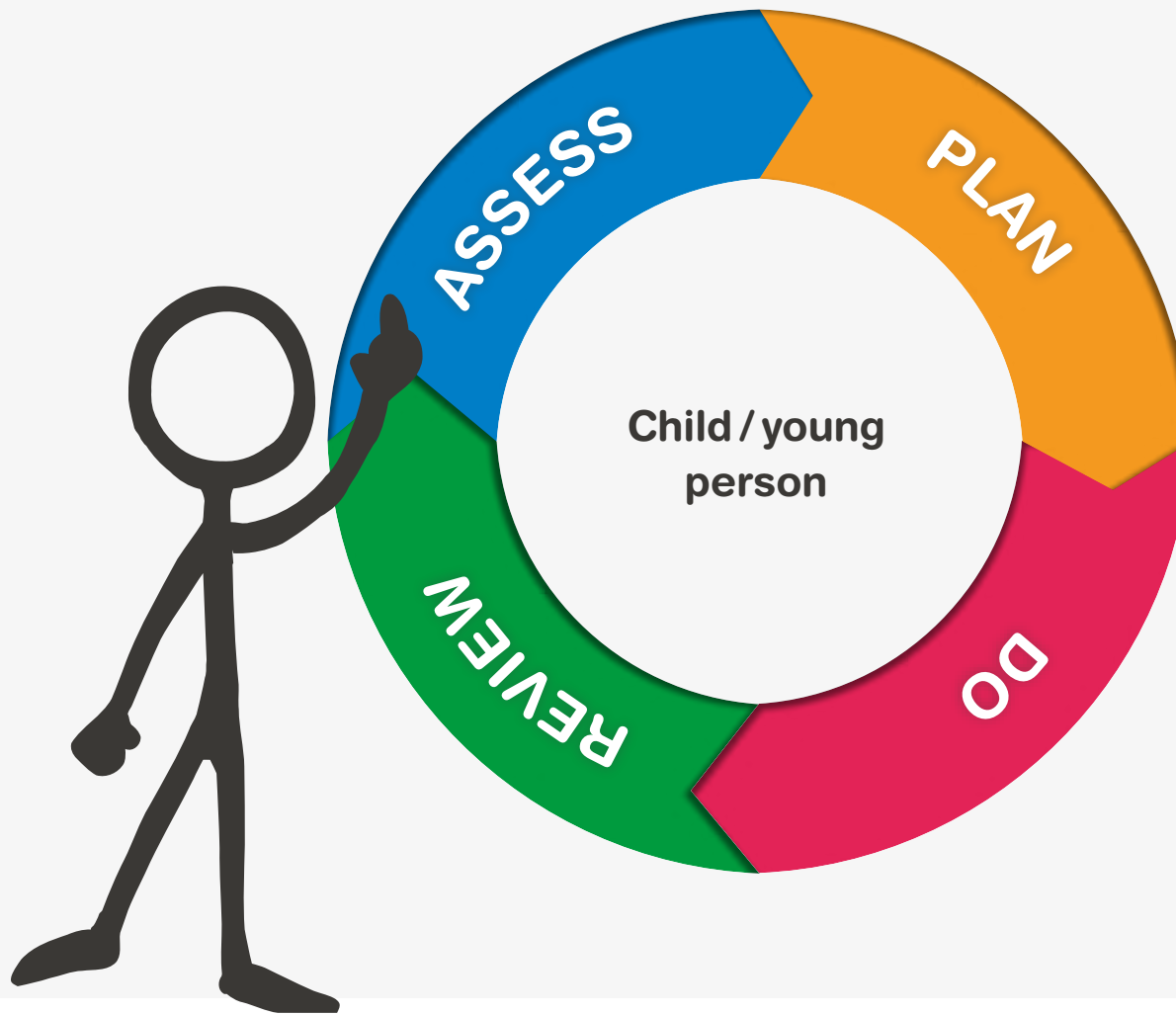
Plans for the use of support should:

- ✓ Relate to a clear set of expected outcomes
- ✓ Include stretching and relevant academic and developmental targets
- ✓ Progress towards these outcomes should be tracked and reviewed regularly, at least termly



The Graduated Approach:

The link between assessment & teaching



The Graduated Approach:

The link between assessment & teaching



Assess

Do we collect accurate information about every child's attainments and progress as soon as they enter education? Do we identify pupils who are making less than expected progress and are unlikely – on current performance – to attain at an expected or higher level? Do we moderate the assessment of pupils' attainment levels and target setting in a rigorous way?

Resources to support: Rose: Three levels of Identification and Assessment of literacy and dyslexic difficulties



Plan

Do we have arrangements in place including processes and resources for all pupils to increase their progress and raise their attainment?



Do

Do we use quality first teaching universally for all students? Have we creatively adapted our classroom teaching practice. Have we taken a targeted approach by using evidence-based effective interventions. Have we sought expert advice from a dyslexia specialist for those not making progress.

Resources to support: Rose: Key strategies 1 and Rose: Key strategies 2



Review

Do we accurately monitor the progress of these children on a regular basis. Are they making good enough progress i.e. at least double the rate that they were making? Do we monitor support arrangements to show that they are effective in increasing the rate of progress and 'narrowing the gap' for identified pupils? Do we review support arrangements regularly with regard to their impact on pupils' outcomes, and make changes if they are ineffective? Have we listened to what the child's parent is saying is happening at home?

Resources to support: Progress towards targets



Activity 9



To see an example of how one school reviewed its programmes of interventions see:
Case Study: Excellent progress achieved through a combined reading and phonics based programme

Specifics to be aware of in Early Years around language development and its impact on literacy development

There is a clear link between communication and literacy development – and a very specific relationship between SLCN and literacy problems

A focus on developing children's oral language skills throughout their schooling is imperative. Based on research investigating this relationship, there is a range of appropriate intervention approaches that can be adopted including:

- ✓ Increasing the focus on the development of early language skills
- ✓ A multi-faceted approach to intervention to support children's communication needs
- ✓ Developing the children's workforce to improve their understanding of children's communication development, to develop their range of strategies to support effective communication for all children and to support their work with children with a potential SLCN



Early support resources: Information about speech language and communication needs

School years developmental journal
The Communication Trust

Communicating Phonics: A guide to support teachers delivering and interpreting the phonics screening check for children with speech, language and communication needs

See the ICAN Talk Series:
Speech, Language and Communication Needs and Literacy

Inclusion Development programme:
Teaching and supporting pupils with SLCN and the Early years resource: supporting children with SLCN

The importance of spoken language skills in learning to read and spell

The role of oral language in supporting early literacy development is complex and differentiated, however, it is universally acknowledged across disciplines that successful development of literacy depends upon competent language skills.

There is also no dispute about the impact of poor language skills on reading performance. In a landmark longitudinal study, Bishop and Adams followed a cohort of pre-school children with language difficulties through to primary school.

At age eight, they found that children whose language difficulties had been resolved by five and a half had developed good reading and spelling skills – in contrast to the group that had persistent SLCN.

The graduated approach: Involving specialists

The Local Offer should set out clearly what support is available from different services and how it may be accessed. For pupils who do not have an EHCP these services may include:

- ✓ The educational psychologist
- ✓ CAMHS
- ✓ Specialist support teachers
- ✓ Behaviour support teams
- ✓ Speech and language therapists
- ✓ Occupational therapists
- ✓ Physiotherapists
- ✓ Job coaches



Four key elements of good practice

1. A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupil

Universal high quality teaching and high expectations for all

01. A whole school focus on the teaching of reading which includes high quality systematic phonics teaching and continues until all pupils have demonstrated competence and places equal importance upon developing comprehension skills, in line with The Simple View of Reading
02. A teaching & learning policy which equips children & young people to learn independently
03. A whole school culture which values and gives high priority to parental engagement. The governing body provides support and challenge around the progress of all groups of pupils and about the effectiveness of approaches to narrowing the gaps
04. Whole school policies which take account of the effort of pupils & young people with a SpLD as well as their achievement, have well established assessment for learning in place and a marking policy which all children and young people understand and know how to use to make progress towards their next steps. Staff are well equipped to know what to do when they notice that a child or young person is struggling or not making progress. All teachers take responsibility for differentiating appropriately and making effective use of resources



To see an example of how one school approached its universal provision to support pupils with dyslexia see:
[Case Study: Tregadillett Community Primary School in Cornwall](#)



For effective parental engagement see:
[AfA Are we ready? A self audit](#)

[Load2Learn](#)

To learn more about how to use graphic organisers to enable children and young people to make notes, draft ideas, make connections and write creatively, see [here](#)

[Rose: Key strategies 1](#)

[Rose: Key strategies 2](#)

[NASEN: Guidelines to support a dyslexia-friendly Environment](#)

[NASEN: Top ten things to know and do-dyslexia](#)

Four key elements of good practice

2. Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these

What would this look like

- ✓ All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers
- ✓ Some staff will have additional qualifications or training to enable them to assess pupils and/or oversee the delivery of evidence-based intervention programmes (Although all teachers will be continually assessing for learning)
- ✓ Some schools may commission services from local and national agencies to work in schools to provide professional development to staff or specific, specialist support to pupils for whom success is elusive and who need an even more personalised programme delivered by an appropriately qualified person
- ✓ All pupils receive universal high quality inclusive teaching, informed by an understanding of the processes of learning and the impact that specific difficulties can have on these. Teachers have high expectations for all and enable children and young people to work at a level which challenges their own abilities



Case Study: A chance to talk from the SEND pathfinder work

Four key elements of good practice

3. Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers

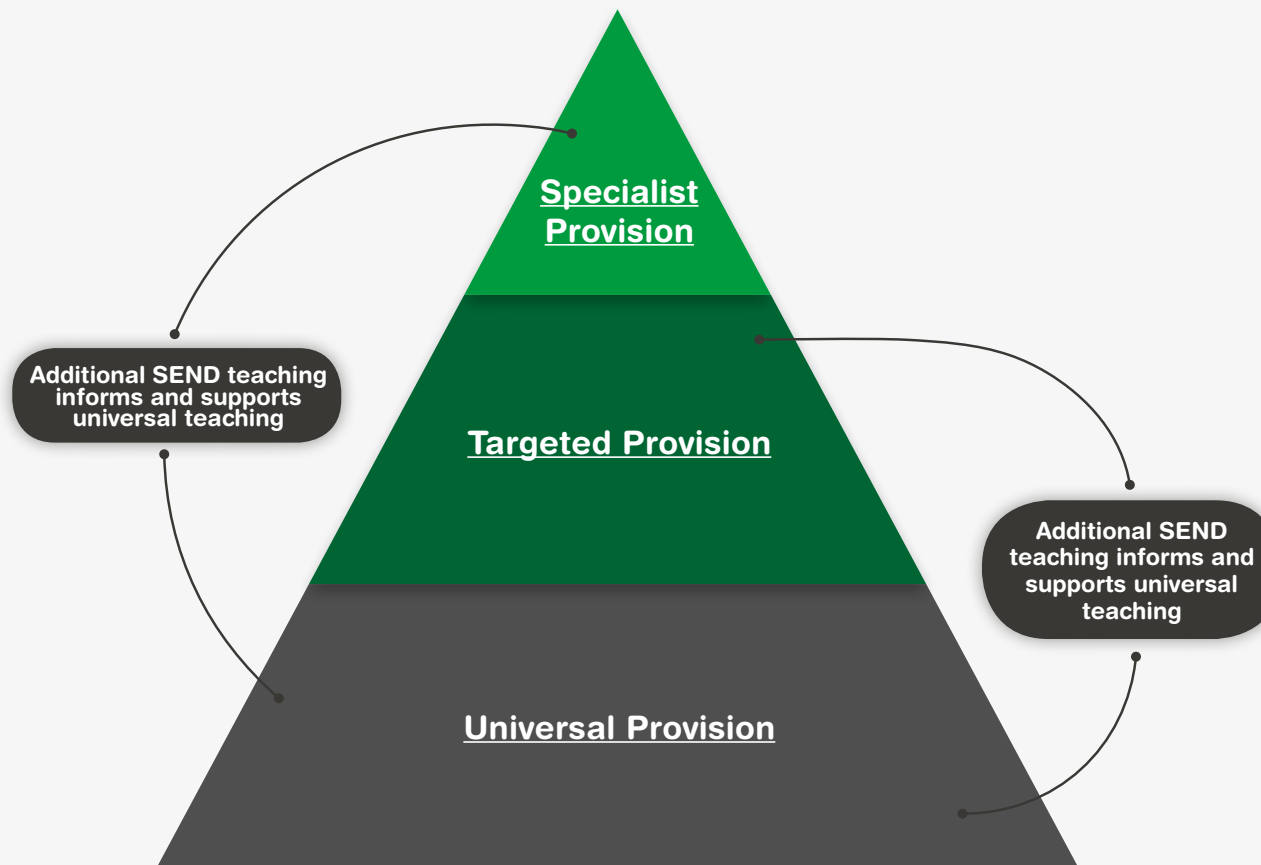
What would this look like?

- ✓ Most pupils make good progress. Regular tracking & monitoring highlights when a pupil is not making progress. Teachers know what action to take when they notice that a pupil is struggling
- ✓ Staff have access to additional learning programmes and resources to support development of key skills and strategies for independent learning



Four key elements of good practice

4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress



Four key elements of good practice

4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress



Specialist — Further Additional SEND provision

Needs are so individual, that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class /subject teachers are clear how to encourage independence and boost these pupils' self esteem. This provision may come from within the school or from outside the school (i.e. a collaboration with other schools or the LA Local Offer)



Targeted — Additional SEND provision

Some pupils receive additional SEND provision from well- trained staff who are highly effective: this is a specific, time limited, evidence-based intervention for pupils who are not making good progress due to a special educational need. Schools will have developed professionals within school (or through a cluster of schools) who can support these students.

The pupil's response to the intervention will provide teachers with an indication of how significant the SEND is likely to be (see Interventions for Literacy)



Universal SEND provision

Additional SEND teaching informs and supports universal teaching. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers



What to do if a pupil isn't responding to a well-founded and well-delivered intervention

- ✓ Gather your evidence (see resource: Record of progress towards targets)
- ✓ Consider what additional specialism/assessment this pupil needs and how you can access this
- ✓ Consider your resources (both human and financial) You may choose to commission a service or work in collaboration with another school to engage a specialist teacher
- ✓ Look on your Local Offer website for information on how to access further support from local authority Services



Progress towards targets



The Local Offer

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What must be included in the Local Offer?

The Local Offer should cover:



Support available to all children and young people from 0-25 with SEND from **universal** services such as schools



Targeted services for children and young people with SEND who require additional short-term support and support above that provided routinely as part of universal services



Specialist services for children and young people with SEND who require specialised, longer term support



The Local Offer for pupils with Literacy Difficulties, SpLDs and Dyslexia

You now have information about the following:

- ✓ What works well in schools
- ✓ What resources you can use to support you to develop your staff expertise
- ✓ How you can deploy your funding using well-founded interventions and whole school approaches and resources
- ✓ What a graduated response to meeting the needs of pupils with literacy difficulties, SpLDs and dyslexia looks like

Through the suggested activities you also have:

- ✓ Information about the approaches and resources that you use in your school
- ✓ Through your learning walk you will know which teachers and TAs require additional CPD and training and which staff have good practice in place and you will have an action plan in place for this additional training
- ✓ You will have information about gaps in provision and you will be considering creative ways to address this using the case studies and resources supplied within this guidance

So what needs to go into the Local Offer for parents and young people:

- ✓ From your school
- ✓ From your area-wide Local Offer?

You are now ready to write your Local Offer for pupils with literacy difficulties, dyslexia and SpLD. Look at Activity 10: What must be included in your Local Offer and consider the questions on the [next slide](#).

If you have come straight to this section first you may not be able to complete activities 10 & 11. It is advisable to work through the guidance from the beginning

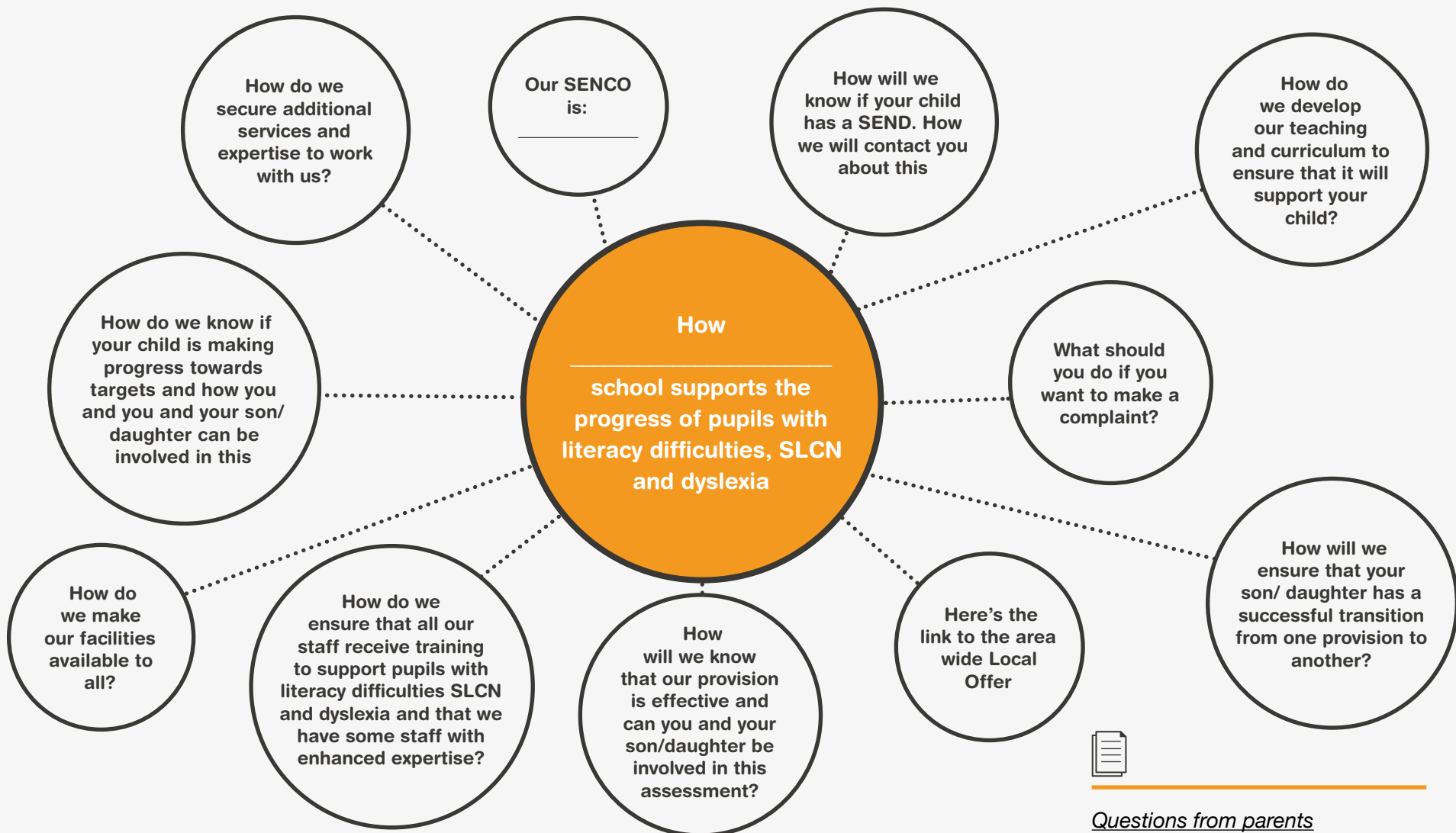


Activity 10



Schools' Responsibilities

The information on 'schools' responsibilities as part of the Local Offer', could be presented to parents by answering the following questions



Remember the four key elements of good practice for children and young people with dyslexia and literacy difficulties

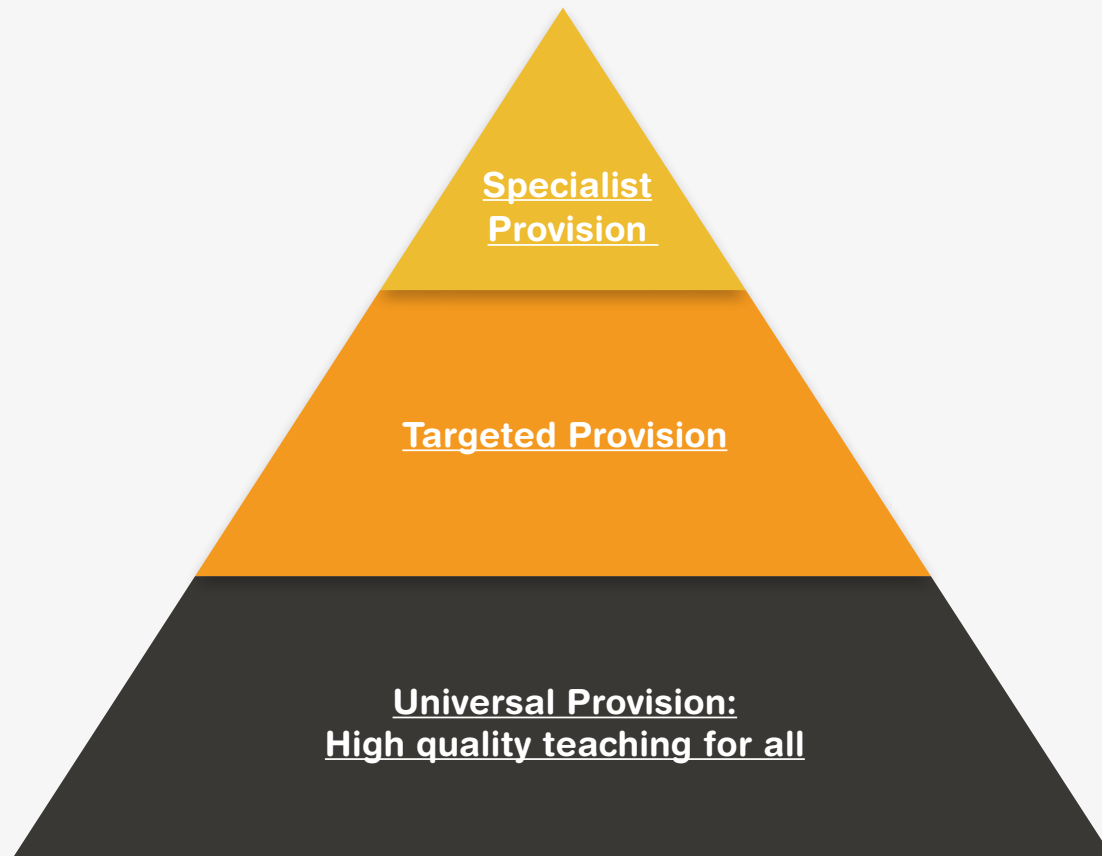
The features of good practice identified by OFSTED and by Rose show close agreement. Good practice for those with dyslexia is not just about individualised learning programmes and the specific content of these programmes. The ethos and organisation of learning within the classroom and across the whole school also make a big difference.

In summary, effective learning for children with dyslexia depends on:

- ✓ A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils
- ✓ Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these
- ✓ Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers
- ✓ Access to additional learning programmes and resources to support development of key skills and strategies for independent learning

Dyslexia and Literacy Difficulties: A Policy and Practice Review.
A consensus call for action: why, what and how?

What would high quality Local Offer provision look like for pupils with dyslexia and literacy-related specific learning difficulties?



What would high quality Local Offer provision look like for pupils with dyslexia and literacy related specific learning difficulties?



Specialist Provision

Needs are so specialised, that they require the skills of a specialist teacher. This is for those children who require the personalised approach of a programme that is tailored to their specific, often severe, difficulties. It is usually taught as a one to one programme by a teacher or a member of the support staff who has undertaken some additional training for teaching children with reading difficulties.

This targeted and specialist provision will usually be provided through the core budget and the notional SEN budget but some schools and LAs may have agreements in place with specialist services or the voluntary sector as part of their Local Offer. What this provision should look like is outlined in Effective practice: Evidence/What approaches do specialist teachers use?



Targeted Provision

Some children require additional support to achieve well. This can often be provided through small group, time-limited intervention programmes delivered by a trained member of the school staff that will advance children's progress and help them achieve in line with their peers. The nature of this support and interventions is clarified in Effective Practice: Evidence (What works well for children and young people with literacy difficulties).



Universal Provision: High quality teaching for all

The majority of children achieve well through high quality classroom teaching. When children are being taught to read, Quality First Teaching provides high quality, systematic phonics work as part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness. What this looks like is outlined in Effective Practice: Evidence identifying and teaching children and young people with dyslexia literacy difficulties and the associated resources.

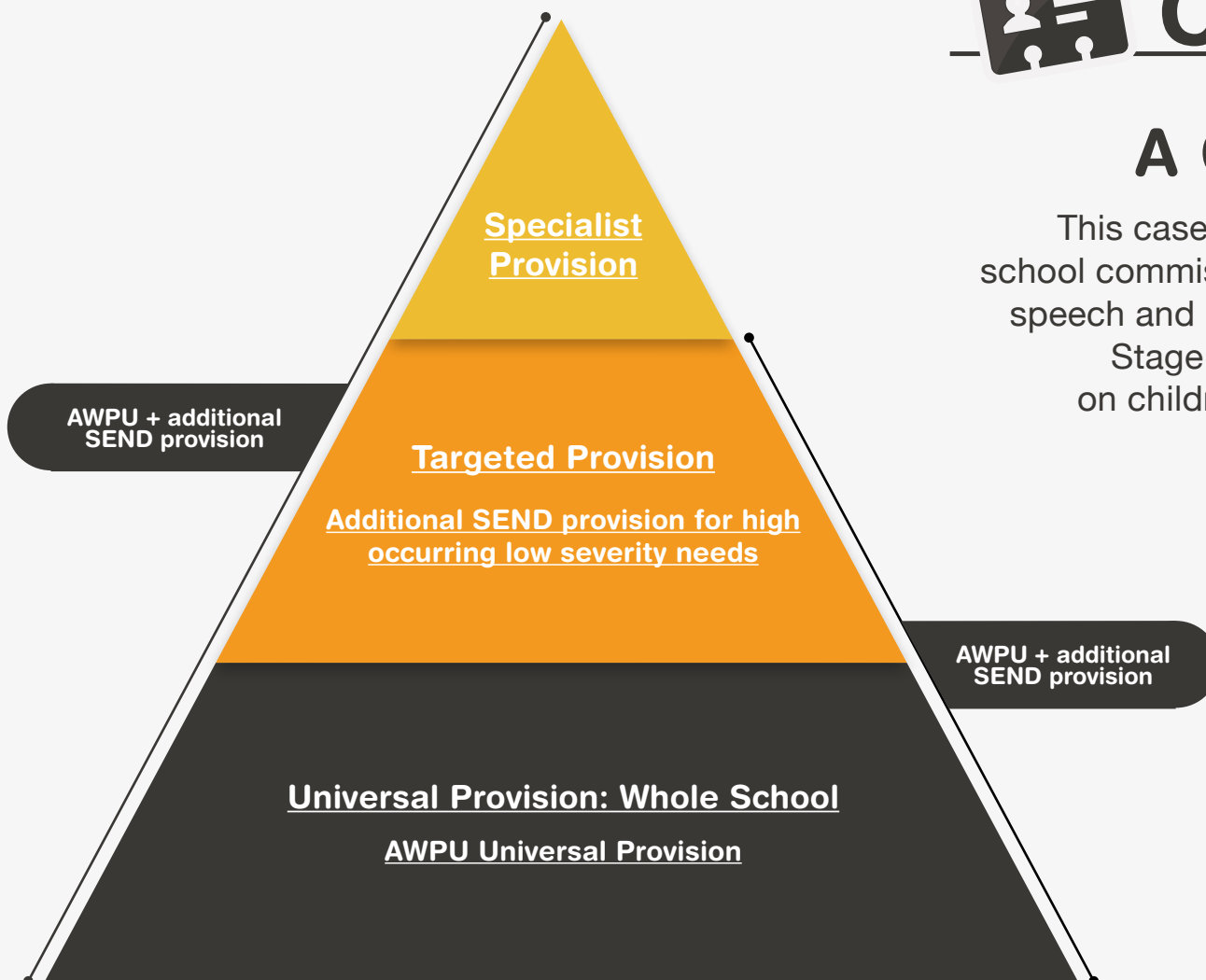


Case Study

A Chance to Talk

This case study illustrates how a whole school commissioning model for supporting speech and language development at Key Stage 1, can have a positive impact on children at Universal, Targeted and Specialist levels.

Stage 1, can have a positive impact on children at Universal, Targeted and Specialist levels.



Case Study: A chance to talk from the SEND pathfinder work



Case Study

Specialist Provision

A case study from Communicating Phonics

David's SLCN meant that he required a very systematic approach to learning phonics. The combination of a specially designed programme, good communication between all staff and good universal provision enabled him to make progress.

Targeted Provision

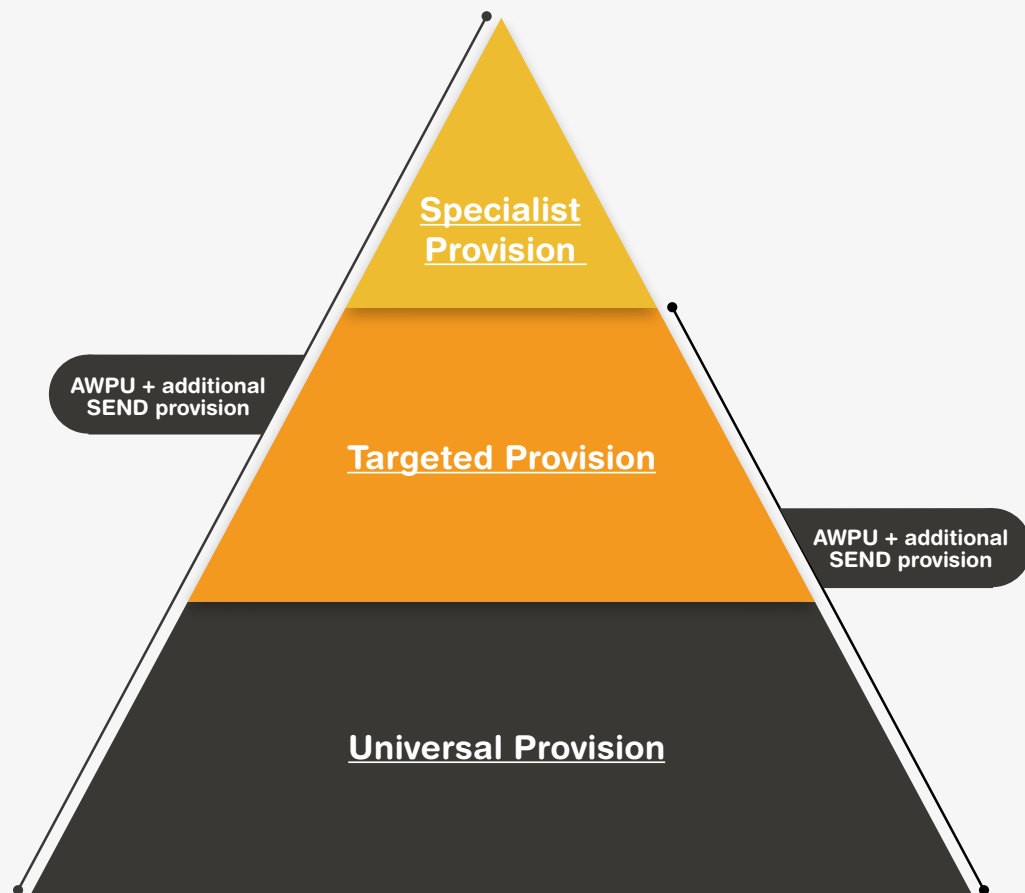
Brightlingsea Infants

How one school working within the AfA 3As framework improved its universal provision and reduced the number of interventions it was providing.

Universal Provision

Cognitions and learning and learning differently

A whole school approach to making learning more accessible for pupils with working memory difficulties enabled departments to identify common approaches and students commented that learning was less fragmented.



Case study to demonstrate targeted provision: Springboard for Children in a Secondary school: Harris Academy Peckham School

Case Study to demonstrate universal provision: Tregadillett Community Primary School in Cornwall



Communicating Phonics (page 11) Brightlingsea Infants

Case Study: Cognition and learning differently: Doing it with the whole class

The Local Offer:

What a parent can expect from a school and a LA

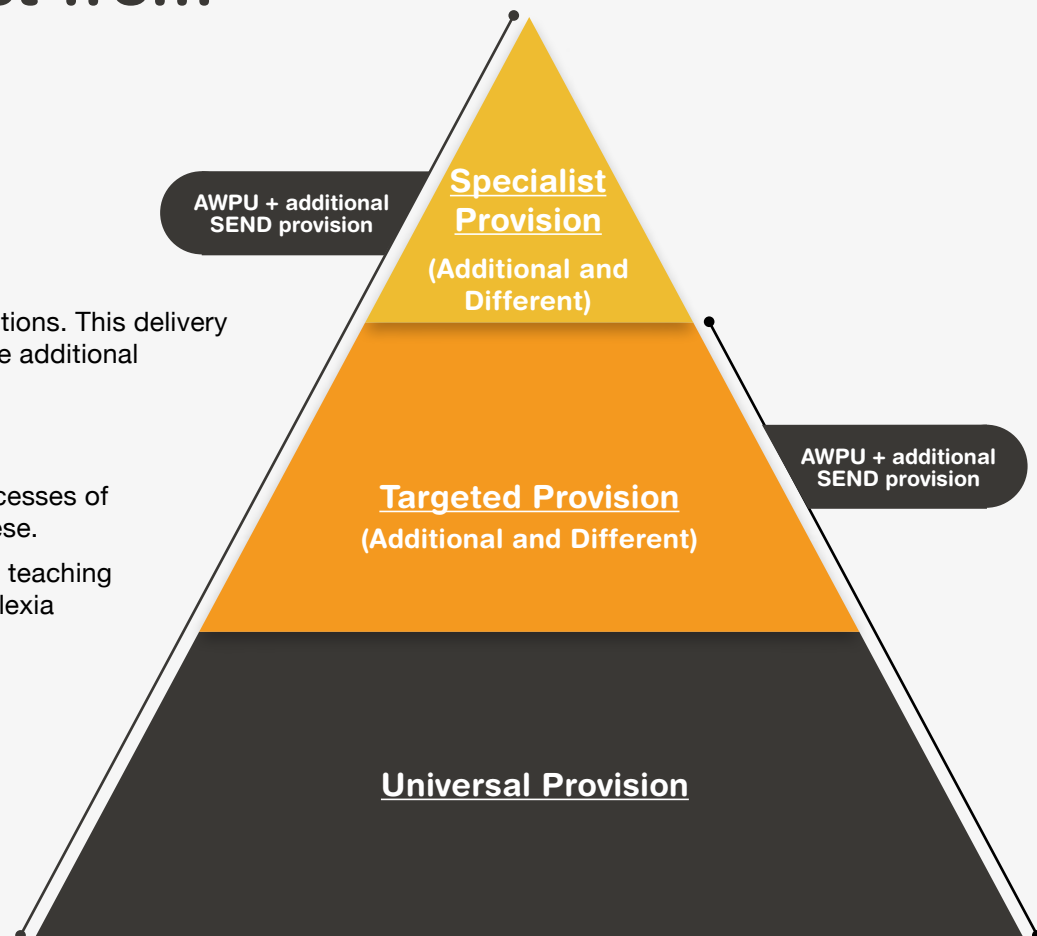
In-School offer

Targeted and Specialist:

Staff will have training in the delivery of evidenced-based interventions. This delivery is quality assured to ensure maximum impact. Some staff will have additional qualifications e.g. specialist teacher status or BSL qualification.

Universal Provision

- ✓ Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these.
- ✓ Ongoing CPD, coaching and reflective practice around effective teaching methods which will include effective practice for those with Dyslexia and SpLDs.
- ✓ School may have additional quality marks to demonstrate commitment to inclusive practices.
- ✓ A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils.
- ✓ Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.



The Local Offer:

What a parent can expect from a school and a LA

External support and from LA Local Offer

The Local Offer should set out clearly what support is available from different services and how it may be accessed. This will vary from LA to LA. For pupils who do not have an EHCP these services may include:

- ✓ The educational psychologist
- ✓ CAMHS
- ✓ Specialist teachers (e.g. sensory)
- ✓ Speech and language therapists
- ✓ Occupational therapists
- ✓ Physiotherapists
- ✓ Job coaches
- ✓ Support and advice from VPI sector
(this may be from local & national groups)



For further information and guidance go to the Dyslexia-SpLD Trust Offer to schools and local authorities

Freely accessible resources:

- ✓ Interventions for literacy
- ✓ Literacy and Dyslexia-SpLD Professional Development Framework
- ✓ Empowering parents and carers
- ✓ Models of good practice
- ✓ Further information and resources from the Trust's partners
- ✓ Dyslexia screening & assessment
- ✓ Checklists for dyslexic type difficulties
- ✓ Psychologist and specialist teacher assessments
- ✓ Whole school approaches through Dyslexia-Friendly Schools Quality Mark
- ✓ Teaching resources
- ✓ Information about further training
- ✓ Help for parents
- ✓ Booklets publications and e-resources
- ✓ Local Groups



To see how Cornwall local authority is supporting schools to develop their capacity to meet the needs of those with dyslexia view the following video



Activity 11



The Dyslexia-SpLD exemplar offer



The guidance was produced by Dyslexia Action on behalf of the Dyslexia-SpLD Trust which is one of a number of organisations that have been funded by Government to play a role in reforming and delivering services for disabled children, young people with special education needs and their families. If you want to learn more about these organisations and what they are doing you can find out [here](#).

Dyslexia Action would like to acknowledge the work of Mary Daly who has led the writing of this guidance, with support from Mel Byrne, Director of the Dyslexia-SpLD Trust and John Rack, Director of Education and Policy at Dyslexia Action. Funding was provided by the Department for Education and invaluable contributions have been made by members of the project's Expert Reference Group.

We also thank Genium for their work in translating this content into a visually appealing and accessible form.

We hope that you find the guidance useful and that it supports your ongoing work. Please do get in touch if you would like any further support or would be happy for someone to contact you to find out how you have used the guidance to support you to implement the SEND reforms. We plan to collect feedback to enable the guidance to be evaluated and updated.

Contact: senguides@thedyslexia-spldtrust.org.uk



Activities

Activity 1

Agree the following focus for a learning walk.

We are looking for evidence that in this school staff have high expectations for pupils with literacy difficulties, specific learning difficulties and dyslexia and that they confidently use a range of appropriate strategies to support and enhance their learning. What should we be seeing: (Use Rose: Key strategies 1 & 2 to support you with this).



Rose: Key strategies 1

Rose: Key strategies 2

Activity 2: Evaluating Impact

Read about Paul, Nicola, Jaswinder and Simon in the IDP (see link below). Use the template for The Simple View of Reading and consider the profiles of similar pupils in your school. Consider the support that you have in place for these children and how you evaluate the impact that this is having. Is it good enough?

- ✓ What do you know about the child with poor comprehension and poor reading
- ✓ What support have you put in place for this child?
- ✓ What is the impact of this support (i.e. is the child making at least twice the normal rate of progress)?

If not read the advice and guidance in the phonics screening check-responding to results: Advice to schools supporting the learner with dyslexia-SpLD and 'Communicating Phonics'.

- ✓ What do you know about the child with good comprehension and poor reading? What support have you put in place for this child?
- ✓ What is the impact of this support (i.e. is the child making at least twice the normal rate of progress)?

If not read the advice and guidance in The Phonics screening check-responding to results: Advice to schools supporting the learner with dyslexia-SpLD and 'Communicating Phonics'.



Activity 3: Monitoring and Assessing

Select a child in your school whose progress in literacy is giving you cause for concern:

- ✓ Track back through the information that you have for this child (e.g. results from the phonics screening check or (if not appropriate) results from your internal screening and assessments), the Key Stage (KS) results, the level that the pupil is currently working at and the target that has been set from previous KS results
- ✓ What does your analysis suggest in terms of further support? (See page 6 Phonics screening check: responding to results)
- ✓ Questions to Ask (page 7)
- ✓ Questions to ask (page 8)
- ✓ Indicators in phonics that the child is experiencing a special educational need (page 8)
- ✓ Should the child be referred for further assessment (see case study Primary School 13)



The phonics screening check:
responding to results

Activity 4: The key messages in The Inclusion Development Programme

Supporting children and young people with dyslexia and literacy difficulties

Read the training presentations on the four sections of The Inclusion Development Programme: Teaching and supporting pupils with dyslexia and other

- ✓ Have a look at the self -assessment word document in the online resource.
- ✓ Ask all staff to complete this.
- ✓ Collate your information.
- ✓ Decide how you could use the online tool with the accompanying training guides to ensure that all staff feel 'very confident' in each of the four areas. E.g. This activity is suitable for a twilight session or CPD workshop



Activity 5: Becoming familiar with the Interventions for Literacy toolkit

For a SENCO network or a literacy group

Go to the Interventions for Literacy website. Select 'Resources for Schools'/Select interventions/You have a choice at this point:

1. View the entire list of interventions
2. Advanced search which allows you to personalise your search according to age or reading, spelling or writing

You will find information on the length of the intervention. A brief description and it will have been given a grade ranging from useful to remarkable depending on the age group that it was used with.

Questions to explore at the network meeting:

- ✓ How do you select interventions in your school?
- ✓ Do you have a 'one size fits all' approach or do you personalise the intervention?
- ✓ Which assessments do you use to identify exactly where a pupil is having difficulty?
- ✓ How do you use this assessment to help you to choose an intervention.
- ✓ Read the case studies on the website to see what other schools have done. Is there something in these case studies that you haven't tried yet?



The interventions for literacy

Activity 6: A strategic approach to deploying resources

In the staffroom place three sheets of large paper on the walls and leave them there for about a week.

How we provide a high quality education for pupils with literacy difficulties, specific learning difficulties and dyslexia

Label 1: Universal

Ask teachers and Learning Support Assistants to add their comments to this over the coming week.

You may prefer to do this in a different way i.e. sending a questionnaire out to all staff (see resource questionnaire for staff)

Label 2: Targeted

What interventions do we provide and how long do these usually last?

Label 3: Specialist

What do we do when a pupil is still not making any progress?

This activity will focus staff over a period of time to consider what they already do in the classroom that supports all children to develop their literacy skills. It also allows staff to share ideas and talk about the effectiveness of various approaches. This is rich data so store it carefully and write it up when you have time.

The next step is to consider: Is this making a difference? Which approaches have the greatest impact? Which approaches give the greatest value for money? What else do we need to be doing or can do within our resources?



Questionnaire for schools to consider

Activity 7: Value for money

Your pupil progress meetings will have identified those pupils who are not making good progress.

1. List those that have been identified with SEND and those that have not been identified with SEND but who are not making progress.
2. Having checked that your Quality First Teaching contains all the elements of good practice identified in the Rose materials Rose: Key strategies 1 & 2 and that you have been tracking children's progress effectively so that you identify those who are not making progress at an early stage...consider how you are using your notional budget to provide interventions for those with literacy difficulties.
 - ✓ Look at their baseline data before the intervention started
 - ✓ Is the impact of the intervention good enough?
 - ✓ Are children making at least double the rate of progress that they were making prior to the intervention? (Yes/no) If not what do you do?
 - ✓ Have you considered that this might not be good value for money (see **Rose: Three levels of identification**).
 - ✓ Are there other pupils who would benefit from a short intervention whether or not they have been identified with a SEND? You can use your notional SEND budget to support these pupils

Activity 8: Personalise the CPD needs for your school

The SENCO does a learning walk with SLT to identify where there is good practice and where some staff need additional support?

Are staff in class demonstrating that they understand the barriers that these pupils face and that they know how to support them? What can you do to provide additional support to those staff so that all pupils can make good progress and enjoy their learning.

The attached resources will provide you with examples of the good practice that you are looking for.



[Questions for schools to consider](#)

[BDA Style Guide](#)

[PATOSS presentation style guide](#)

[Rose: Key strategies 1](#)

[Rose: Key strategies 2](#)



[Case Study Cognition and Learning Differently](#)

Activity 9: Review your assessment practices

Using the Resource 'Rose: Three levels of identification' and 'Assessment of literacy and dyslexic difficulties' consider your school's approaches to assessment and identification.

- ✓ Is this process thorough enough?
- ✓ Are some pupils slipping through the net?
- ✓ Who takes responsibility for ensuring that each of the three levels, where needed, (monitor progress, skills assessment, comprehensive assessment) are approached in a consistent fashion?



Rose: Three levels of identification

Rose: Key strategies 1

Rose: Key strategies 2

Progress towards targets

Activity 10: What must be included in the Local Offer

For this activity you can use materials and information that you have gathered through your Activity 1 in Effective Practice 1 and Activity 2 in the school funding reforms activities and guidance in Effective Practice, The Funding Reforms and the Graduated Approach.

Consider how your school could respond to each of the statements above for pupils with literacy difficulties, SLCN and dyslexia.



Schools' responsibilities

Activity 11

Is your offer for children and young people with literacy difficulties, dyslexia and SpLD comprehensive enough?

Download the Exemplar Local Offer from the Dyslexia-SpLD Trust to check for coverage over the following areas:

- ✓ School ethos and policies
- ✓ Staff knowledge
- ✓ Identification
- ✓ Learning and development programmes
- ✓ Inclusive teaching
- ✓ Technology
- ✓ External resources



The Dyslexia-SpLD exemplar offer