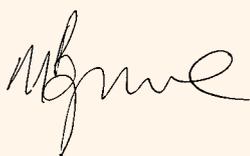


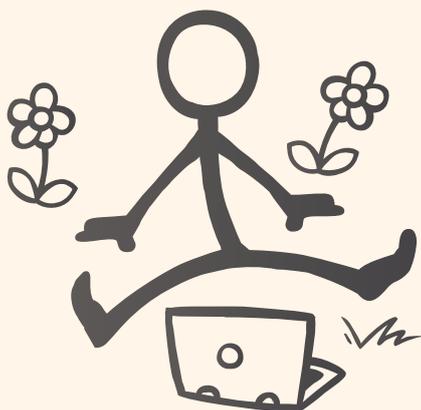
IN THIS ISSUE

Director's message

Welcome to the Spring/summer edition of the newsletter; it's a packed one to reflect the level of activity! As ever, it's great to share information on good practice but also to demonstrate examples of sharing this expertise; ultimately that's our aim. The Code of Practice is now published for parliamentary consideration and will no doubt be approved this summer. Well done to all colleagues who have worked tirelessly to inform and influence government to do the very best they can for our children and young people with literacy difficulties, dyslexia and specific learning difficulties. Our teachers really need our help! Well done NASEN for a fabulous Nasen Live and SEND Gateway launch. We were very honoured to be part of this and were delighted to launch our Guidance for Schools and Local Authorities on the SEND Reforms. And finally in case you were in any doubt, dyslexia does exist.



Mel Byrne
Director



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Focus on... in school support

Princess Beatrice visits Ark Schools to see our Drive for Literacy Programme

Article by Sarah Driver, Founder of The Driver Youth Trust

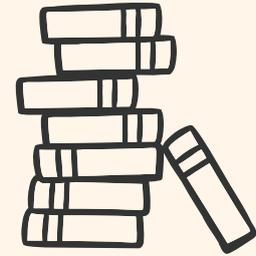
HRH Princess Beatrice recently visited Ark Globe and Ark Bolingbroke Schools to see the work of Drive for Literacy where she had the opportunity to talk to pupils and teachers about their work supporting children with dyslexia.

Princess Beatrice told a group of dyslexic pupils: “Dyslexia is not a pigeonhole to say you can’t do anything. It is an opportunity and a possibility to learn differently. You have magical brains, they just process differently. Don’t feel like you should be held back by it.”

The Drive for Literacy programme is a partnership between the Driver Youth Trust and ARK Schools aimed at empowering teachers to understand and support children who struggle with their reading and writing skills and who may be dyslexic. It aims to create an environment in schools where all children are able to learn in spite of their difficulties and it does this through:

- a whole school approach,
- screening for all year 1 children and others who are not making expected progress,
- general training on what dyslexia is and in understanding the merit of addressing its impact on individuals,
- specialist training,
- engagement with parents and
- building a child’s confidence and self-esteem.





Drive for Literacy is in all ARK primary schools and in some of their secondary schools with a plan to roll it out to the rest in the next academic year. We are especially proud of Bolingbroke Academy, which has been awarded a Dyslexia Friendly School Quality Mark by the British Dyslexia Association and where all staff spend 30 minutes every day in organised reading groups after lunchtime. Even before the school opened, Claire Edis, the Principal, came to me and said she wanted her school to be a place where pupils with dyslexia can thrive. She sums up our aims for Drive for Literacy when she says, “I know people with dyslexia who went through school thinking that they weren’t as good as other pupils,” adding “that mindset held them back. I wanted to make sure no child at Bolingbroke ever felt inadequate or unable to take on challenges.”

She praised the work that ARK Schools is doing in partnership with Drive for Literacy programme to support dyslexic pupils: “One of the most important things is to figure out what the best methods are to support young people. I came across the Drive for Literacy and the partnership with ARK Schools and it is inspiring to see how every child in the classroom can be supported. I was really interested to see the way in which they do the screening process for dyslexia. It was particularly interesting to come to Globe Academy because there are real opportunities for children with special needs to really excel. Walking round the classroom and meeting the teachers, the support the pupils have in an area of London with people from a whole range of backgrounds is really important.”

Princess Beatrice continued:

“I went to a school that was really dyslexia friendly, like Bolingbroke Academy. Pretty much half of my class was dyslexic. The most important thing was having great teachers who took the time to make sure we were all really well supported. I did a lot of extra classes, a lot of practice, and a lot of asking questions!”





Our aim is for Drive for Literacy to become a national benchmark of good practice in all our schools.

It has been developed in light of the recent changes brought about by the Children and Families Act (2014) and the new draft SEN Code of Practice as a means to provide a 'School Offer' for those pupils who struggle with literacy, particularly dyslexia.

More information on HRH Princess Beatrice's visit and our Drive for Literacy programme is available from our website: www.driveryouthtrust.com.

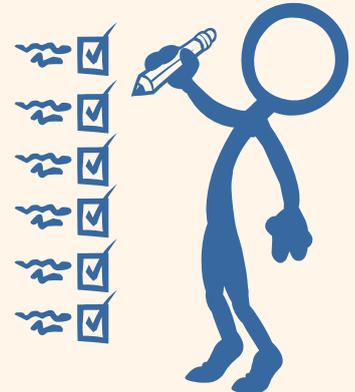




Chichester High School for Girls

A whole school approach

Article by Mrs Melissa Childs, Head of Learning Support Faculty at Chichester High School for Girls, Chichester, West Sussex and Regional SEN lead – South Coast for TKAT Academies

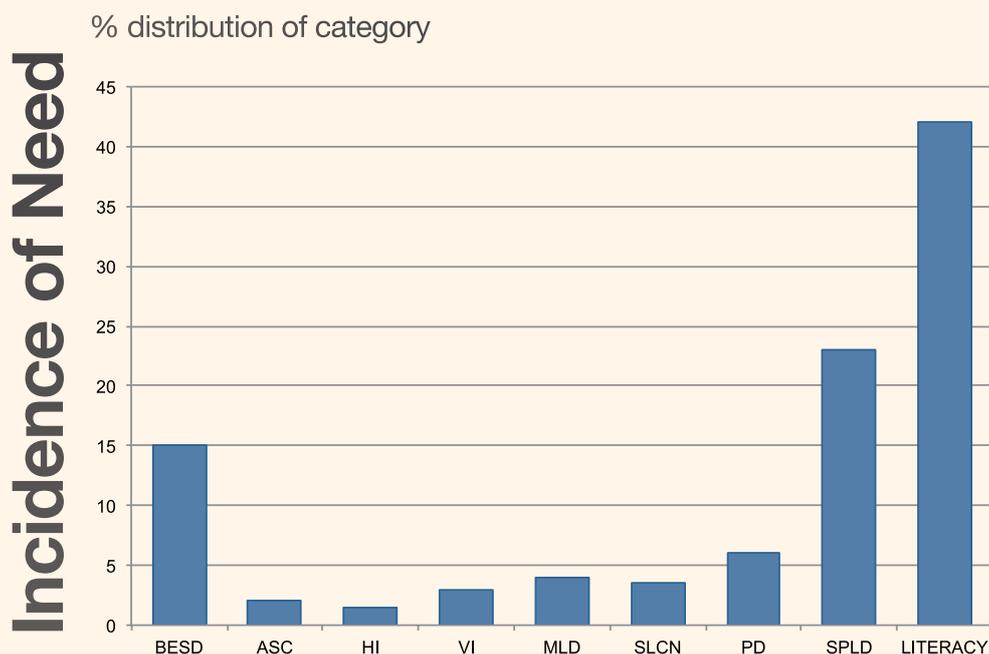


When asked to write an article about literacy and dyslexia provision at our school, it seemed daunting to try to remember everything that we do in order to support these students; even the 'little things' that a school does can make a big impact on that student's learning.

I will start by giving you a bit of background information about our school and the drive to provide an outstanding level of support for these students.

We are a larger than average, all girls, secondary school situated in Chichester, West Sussex. We have 1200 students and share a sixth form with the neighbouring boys' school. Chichester is an affluent area with expensive houses and branded shops but it also has pockets of economic deprivation. Our student roll consists of a mixture of student economic backgrounds.

When analysing areas of Special Educational Needs and Disabilities at the school it is abundantly clear that the highest incidence of need is Literacy difficulties and Dyslexia. This is where I have focused most of the staff training and support.





At the top of any school's provision is Quality First Teaching.

After completing an INSET day on Special Educational Needs for all staff it became our policy, as far as possible, to include the following in all lessons:

- Change the background of the interactive whiteboard so that it is not white.
- Allow students, who have dyslexia or literacy difficulties, to write or record their work where possible, using laptops and other forms of ICT.
- Where a student has been identified as having Dyslexia, Dyslexic traits or literacy difficulties, to photocopy their worksheet onto, at the very least, off-white paper but ideally onto their preferred colour paper.
- To use Open Dyslexic font on worksheets for targetted students. Open Dyslexic Font was a new font introduced in 2012. It has a thicker base to the letters and for some students it helps the letters to remain on the page rather than moving around. After trialling it with our students it has proven very successful in helping students to read what is on the worksheet.



This is Open Dyslexia Font.

The quick brown fox
jumped over the lazy dog.

We have a whole school policy to screen for literacy difficulties.

When any student starts the school, they sit a CATS, reading age and spelling age test. These tests help us to identify potential difficulties quickly and put in place appropriate interventions with immediate effect. Every student in the school also sits an annual reading and spelling test. Difficulties are not always apparent straightaway as the student has developed sophisticated coping mechanisms, and it may not be until later on in their school career that the difficulties begin to emerge as the workload increases. Students with 'Spikey profiles' evident from testing would be put forward for an assessment of Dyslexia.

The support from my faculty ranges from small interventions, that may not seem obvious, to large scale individual interventions:

- **I always make sure that there is a stock of colour filters in a range of colours. Students, who have literacy difficulties or Dyslexia, are always offered a colour filter test and supplied with a filter, should they require it.**
 - **I have eight small netbooks that are available for the students to book out for the day.**
 - **The Learning Support Faculty is staffed in the morning and after school with Teaching Assistants who are on hand to help with organisation, homework or anything else that is required for the day!**
 - **Teaching Assistants are trained to help with reading and literacy progress.**
 - **Our interventions range from:**
 1. In-class support (Teaching Assistants)
 2. Small group literacy withdrawal intervention of no more than 6 students
 3. Small group literacy withdrawal intervention of no more than 3 students
 4. One to one literacy withdrawal intervention;
- Both Teaching Assistants and the Specialist Teacher run the withdrawal interventions.
- **Readers for exams.**



On a whole scale approach I believe that one of the most important forms of support that you can give a student is the sharing of information.

Knowing that the teachers in the school have received lots of training on Dyslexia, they need to know who is affected so that they can expertly support the student in the classroom. Therefore I use my Special Educational Needs Register as the main mechanism for disseminating individual information. I have added a column titled 'strategies' that lists the individual strategies that work for that student. This ensures that the information is at the teacher's fingertips to aid planning and provision.

| Photo | Surname | First Name | YR Grp | SEN Status | SEN Need | Notes | Verbal | Quantitative | Non-Verbal | Current Reading Age | Current Spelling Age | Strategies |
|-------|---------|------------|--------|------------|----------|---------|--------|--------------|------------|---------------------|----------------------|---|
| | ██████ | ██████ | 11 | A | OTH | Reading | 100 | 103 | 107 | 13/3 (84) | 16/0 (106) | Encourage breaking down words into syllable and sounding them out for reading. Allow extra time for reading tasks. Use writing frames, sentence starters or other prompts. Give access to a reader for tests. Allow 25% extra time for tests. |

With reference to exams, in addition to applications for a reader and extra time, we also apply for early opening so that we can photocopy exam papers onto the student's preferred coloured paper.

We use Accelerated Reader for all students across Years 7, 8 and 9. This programme encourages students to read and helps them to select books that are suitable for their reading age and quizzes them on their understanding of the text read. Students have one library lesson a fortnight dedicated to this scheme and are encouraged to partake in reading everyday. The library is fully equipped with ICT to allow the quizzes to take place before school, breaktime, lunchtime and after school. We offer lots of prizes and rewards through this

scheme including 'reading millionaire', highest test scores and amounts of books read. All certificates are sent home.

The impact of these interventions is that we now see a majority of our girls who come to us with Literacy difficulties and low reading ages, making significant progress and increasing their reading age by years in a twelve month cycle. In particular, we had a student, with severe dyslexia, start with us in Year 7 with a reading age of 7 years. She went on to pass her GCSEs last academic year with 10 A*-Cs including an 'A' in English and an 'A' in maths. If ever there was a piece of advice to give to other schools it would be; training, training, training! Highly trained staff are the key to the individual successes and achievements.



Project Highlights

New Guidance:

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

This on-line guidance aims to equip professionals in local authorities, schools including academies, colleges and settings to deliver good practice in line with the Special Educational Needs Reforms. The guidance was produced by Dyslexia Action on behalf of the Dyslexia-SpLD Trust, 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.

What does the Guidance look like and how can you access it?

It is an interactive PDF which can be downloaded from the Trust website onto local and private PCs. It contains links to existing online resources and further links to resources that have been adapted specifically for the guidance. There are two introductions; an introduction for practitioners and an introduction for governors.

The introduction for practitioners provides an overview of the contents and information on how to navigate the resource. The introduction for governors provides them with twelve key questions that they can ask of schools to help them to fulfill their support and challenge role to ensure good provision for all children and young people. Following on from the Introductions you will find that the resource is split into four main areas;

- **Good practice, which has two subsections;**
 - (i) evidence
 - (ii) resources to support
- **The funding reforms**
- **The graduated response**
- **The local offer**

You can move between each of the four sections using the coloured tabs at the side of the screen. In each section there are case studies provided to illustrate how some schools and local authorities provide a high quality offer to children and young people with literacy difficulties, SpLD and dyslexia. Also there are 11 activities which schools can use to support their auditing of current provision and its effectiveness and provide them with a clear direction for their next steps to improve their offer.



What you can expect to find in each of the sections

Good practice: Evidence

This section has been split into two sub sections. The first section deals with what recent research is telling us about what works in the classroom. The research that has been reflected in the guidance is that of Professor Greg Brooks who has conducted a sixteen year study of intervention schemes, culminating in a fourth publication: *What works for children and young people with literacy difficulties: the effectiveness of intervention schemes*. This research is an excellent starting point for teachers who are not sure how to select a suitable reading and/or spelling intervention. Evidence has also been highlighted from the 2010 OFSTED review: *The Special Educational Needs and Disability Review: A Statement in not enough*. In this review OFSTED highlighted exactly what they found that children were doing when they were learning well. These findings are articulated and developed in the guidance. *The Education Endowment Foundation* also provides an accessible summary of educational research for teachers on how to use their resources to improve the attainment of disadvantaged children. Sir Jim Rose's report in 2009: *Identifying and teaching children and young people with dyslexia and literacy difficulties* has provided the backbone of much of the practical guidance about good practice and much of the good practice and advice outlined in his report has been summarised in the guidance. It is clear that in all the recent research and evidence that has been gathered there is close agreement about what works well and what constitutes effective practice:

- **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**



Good practice: Resources to support

This section provides clear signposting to resources and advice that will support schools to make strategic decisions about the most effective ways to deploy their resources and select the most appropriate interventions. It highlights what is effective practice within universal, targeted and specialist provision. Teachers and SENCOs should explore these links carefully as they are full of useful advice and provide packages of training already prepared, saving busy professionals a lot of time. These websites are also being constantly updated as new evidence and resources are developed.



The Funding Reform

This section of the guidance provides schools and colleges with information that will support them when considering how to use funding effectively to ensure that those with literacy difficulties, specific learning difficulties and dyslexia can learn effectively and are making good progress. It explains the three elements that make up the funding to support those children and young people with SEND. There are three activities in this section which will support schools and colleges to reflect on the answers to the following questions;

- 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 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?

The Graduated Approach

Within the SEND reforms there will no longer be a requirement for schools to identify children under School Action and School Action Plus. Statements will cease to exist and will gradually be replaced with Education, Health and Care Plans (EHCPs). This poses a challenge for schools and colleges. How will they differentiate between those children and young people;

- who have a SEN which requires a short term intervention to enable them to access the curriculum effectively and to make good progress
- who might require a longer term approach whilst accessing high quality universal provision
- whose needs are so complex that they will require an Education, Health and Care Plan

This section provides guidance on how schools and colleges could implement the Government's proposals for those children and young people with literacy difficulties, SpLD and dyslexia who are not likely to require an EHC plan. It outlines a model which emphasises that teachers and additional adults are supported through their professional development to recognise and make adjustments within the classroom for high occurring SENs. The guidance provides an abundance of evidence that tells us what works. This would be supplemented with targeted evidence based and time limited interventions delivered by well-trained individuals and from which we can expect good outcomes and accelerated progress. Where children and young people require a more specialist approach, schools would have identified those additional agencies that they would call upon to help them make appropriate provision for such children through their Local Offer.

It is clear that the expectation is that all children should be making good progress and that all teachers are responsible for the progress of all children in their care. Where children are not making good progress the school should have a clear system in place, through their Plan, Do and Review assessment process to identify when a child has a special educational need. The SENCO's role is to ensure that needs are identified quickly and that early intervention is put in place. The involvement of parents and carers is also crucial in securing good all round provision for the child and schools should have clear systems in place for involving parents and carers. This section of guidance provides examples of case studies of how some schools have done that and signposts schools to national charities that can support them further.



The Local Offer

A school has a duty to support the local authority in its Local Offer and this will involve explaining how it identifies a child with SEN, what provision it puts in place and how it monitors and reports on the progress. These are also some of the requirements within the school's SEND information that schools have a duty to publish on their websites. This section suggests how a school could do this and what should be part of a good offer for children and young people with literacy difficulties, SpLD and dyslexia. There are some case studies and videos of how a school and a local authority have done just that.



Get in touch

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 from the Dyslexia-SpLD Trust to contact you to find out how you have used the guidance to support you to implement the SEND reforms.

SENGuides@thedyslexia-spldtrust.org.uk

It is important to see this Guidance as part of a range of information and support that is being provided by the Dyslexia-SpLD Trust. Other work that the Dyslexia-SpLD Trust is currently engaged in includes;

For professionals:

- Dissemination and widespread use of the Literacy and Dyslexia-SpLD Professional Development Framework
- Information on approaches for identifying dyslexia-SpLD in the classroom
- Signposting to specialist assessments
- What works for children and young people with literacy difficulties: the effectiveness of intervention schemes.

For young people and their families

- Development and dissemination of information to support young people with specific needs including those in the Youth Justice system
- Review and provision of information for parents and carers through a single online portal.

The Guidance can be found under the Schools and local authorities section of The Dyslexia-SpLD Trust website, using the following link:

<http://www.thedyslexia-spldtrust.org.uk/4/resources/2/for-schools-and-local-authorities/overview/>

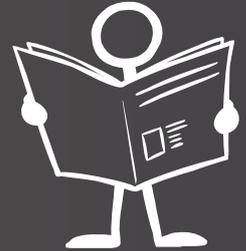


News

The Dyslexia Debate

You may have seen some of the recent coverage on the new book 'The Dyslexia Debate' by Professors Elliot and Grigorenko, challenging the existence of and use of the term dyslexia. The Trust has released a letter in response to this, written by Sir Jim Rose and Dr John Rack and supported by all member organisations. To view the full letter, please go to <http://www.thedyslexia-spldtrust.org.uk/7/news/294/why-dyslexia-needs-to-stay/>

To help support us on this via Twitter, please use #dyslexiatostay



SEND Gateway

On 21st May, Nasen launched the new SEND Gateway, an online portal for information and resources on supporting those with Special Education Needs and Disabilities.

The Gateway can be accessed here www.sendgateway.org.uk



What is SENDirect and how can you get involved?

SENDirect is a new personalisation service. It will be launching in **10 pilot areas** from September 2014.

The plan is to make it easier for families to find out about and enjoy opportunities available to them, whether that means finding a leisure activity the whole family can do together, or sourcing the right health intervention to meet their child's needs.

SENDirect's web services will create an online space where parents and providers can come together to design and create support that meets families' needs. training and consultancy to support professionals will also be provided.

SENDirect have been funded by the Department of Health and Department for Education to create this service, and have spent the last year looking at what personalisation means for families, providers and local authorities.

It is important for everyone to remember that personalisation is about more than personal budgets. Personalisation is about seeing everyone as an individual who has likes, dislikes, habits and opinions that make them unique. Personalisation caters for that uniqueness.

It can feel really difficult for providers to know where to start when catering for our children's unique needs, but sometimes the answers are really simple. It might be as easy as printing worksheets on the right colour paper; calling a child by their preferred name, or making an activity that bit shorter so they can manage. The reality is that the best person to ask about what a child needs is often their parent – so parents need a place to see what their options are and, if none of them are an exact fit, to tell providers what they need to do to meet their needs.

This service will be the place where that happens. The team are working hard to get as many providers to use the site as they can. You will be able to compare the services in your area; see what they do, try them out, say what you think and ask them to make the changes your child needs to make the service work for them. SENDirect will also provide information about what you can expect from different types of services and evidence about what interventions are effective so you can make educated choices.

You will be able to search for services and information on our site from September, and in the meantime you might want enjoy our weekly blogs [like this one](#) by **our** very own Mel Byrne.

If you want to receive monthly news and updates on how the service is developing or to give your opinions on what needs to be done, please join the network [here](#).

You can also follow us on Twitter [@SENDirectNews](#)

New resources from Springboard for Children

Springboard has announced the release of a new Parent Workshop Resource Pack which schools can purchase in CD format for staff to deliver workshops as often as they need. The resource will enable schools to deliver workshops easily with the minimum of preparation. The CD contains all the resources needed including a power point presentation with comprehensive presenter's notes and resources for a take home pack for attendees.

The cost of the CD is £55.

Also available is a 'Ready for Reading and Writing Pack' for parents and carers showing how schools approach teaching phonics and word recognition and how parents/carers can help and encourage children at home with learning to read, write and spell. The pack includes practical games, activities, ideas and a mini whiteboard and pen.

The cost of the pack is £9.99

To purchase either of these packs, please visit the website or contact info@springboard.org.uk.

Diary dates

Nasen Implementation days

June and July

7 regional events

<http://www.nasen.org.uk/sendcop/>

The Helen Arkell Centre Open Day

Drop in between 2pm and 3pm

Friday, 20th June

Experts will be on hand to meet you, show you around and answer any questions. Our fantastic bookshop, heaving with suggested reading and multisensory resources, will be open. Why not come along and see what we do!

For more information contact enquires@arkellcentre.org.uk

The Helen Arkell Centre Multi-sensory Children's Summer Holiday Courses

28th July and 15th August

Covering seven different topics from reading to maths, touch typing to Study Skills there is something for everyone!

Because so many dyslexics, and so many parents, see school holiday time as an opportunity to 'play catch up' and learn and practice specific skills we run a range of courses designed specifically with dyslexics in mind. These age-appropriate group classes range from study skills to touch typing, with full support throughout the course.

<http://www.arkellcentre.org.uk/support/Vacation-Courses.html#summer2014>





Degrees of Success Moving on to University: 'Understanding the Game Plan'

Wednesday 10 September
1.00- 4.30pm

For first and second year University students

Many learners experience difficulties adjusting to the challenges of studying in a university environment. This workshop is designed to give learners the opportunity to develop the skills that they will need, and adapt existing strategies to their new environment. Learners will be able to practise their skills and will take useful resources home with them to aid further practice and to use as reminders.

The session will include the following:

- Organisation/time management
- Research skills/selecting the right resources
- Reading strategies
- Note-taking
- Revision/examination techniques
- Writing essays/reports/reflective writing
- Editing /proofreading skills
- Referencing (Harvard Style)

<http://www.arkellcentre.org.uk/support/degrees-of-success-moving-on-to-university-summer-2014.html>

Empowering Learning™ Practitioner Level 1: Using mental imagery for a host of academic work

Monday 7 July 2014

Empowering Learning™ makes learning much easier for all through the use of mental imagery. The level 1 programme teaches you all you need to know to help your students improve literacy, numeracy, concentration, comprehension, handwriting, Dyslexia, Dyscalculia, Dysgraphia and those aspects of ADHD that are co-morbid with Dyslexia. You will learn how people learn visually and the successful strategies they use, that are effective for all aspects of learning. People learn how to create and control their mental images for creativity and so many study skills.

<http://www.arkellcentre.org.uk/Professional-Courses/helen-arkell-dyslexia-centre-short-courses.html#short1>

Your say

We are always interested in what our stakeholders have to say, as this helps to shape our work ahead.

If you are a parent and would like to share your experiences with other parents, perhaps you'd like to join our group on Facebook [Parent Champions?](#)

If you are a professional and would like to keep up to date on Trust activities, you can join us on [Facebook](#) or [Twitter](#)  

We are always looking for contributors for our newsletters so please get in touch if you have an item you would like to be included in the newsletter. Alternatively if there is something you think we need to cover, please let us know.

Email the Editor, Sarah Hanna at sarah@thedyslexia-spldtrust.org.uk

