

Exemplar local Offer from the Dyslexia-SpLD Trust

What the Local Offer should look like

Background

Most children and young people with dyslexia are expected to have their special needs met through the provision that will be set out in the Local Offer. In this, schools and local authorities will be required to make clear what provision is normally available within early years settings, schools, colleges and other services, including health and social care. It is argued that clear information about what schools provide will have the dual benefits of driving up standards and reducing conflicts as it becomes easier to compare available provision with agreed standards of good practice.

Local Offers for Dyslexia

The Table below takes the principles we began with, and makes them more concrete with the aim of facilitating the structuring of a Local Offer in relation to dyslexia. The table reflects the fact that the action to provide for children's special needs will be delivered by a range of people with varying knowledge and resources at their disposal.

The actions are grouped under those things that are Universal – that will be required from all teachers in all schools; Targeted – that some children will need and some teachers will need to provide and Specialist – that some children will need and where provision may be provided by resources outside the school or shared amongst schools.

It is important to emphasise that individuals do not fit just into one column in this scheme: someone that is getting provision outlined in the 'specialist' column will also be getting provision as outlined in the other Targeted and Universal columns and similarly those getting targeted provision will also have Universal provision. The final column for Integrated/Complex provision will, in relation to dyslexia, usually reflect difference in degree from Specialist input, so entries in this column have only been made to note additions to this.

School ethos, values and policies: Actions under these headings apply across the whole school, but the divisions have been maintained to reflect the increase in emphasis needed in meeting severe and/or complex special needs.

| | Universal | Targeted | Specialist | Integrated/ Complex |
|----------|---|---|--|---|
| Values | <p>Maintain high expectations for children with SEND within a safe and secure learning environment.</p> <p>Recognise both effort and good intentions as well as achievements in written work.</p> <p>Recognise creativity and the ability to find alternative solutions and other ways of demonstrating skills and understanding.</p> | <p>Recognise that not all children learn in the same way and at the same rate and be prepared to adapt methods of teaching and acquire new skills rather than sticking with a single approach.</p> <p>Be prepared to put in whatever it takes so that 100% of the children achieve success.</p> | <p>Make the successful education of those with SEND a top priority for the school.</p> <p>Have a champion for those with SEND, but ensure that awareness, understanding and the knowledge and resources to respond are in place in all lessons and activities.</p> | <p>Work in a highly focused and creative way to address needs that have proved hard to meet in other ways.</p> <p>Strive to achieve a return to full inclusive provision.</p> <p>Maintain expectations for success on the same terms as those without SEND.</p> |
| Policies | <p>Consistent and sensitive policies on assessment and marking (e.g. of spelling), assessment and reporting.</p> <p>Exam access arrangement policy with timely assessment and adequate resources to administer.</p> | <p>Flexibility to enable a focus on different learning priorities (short- and long-term).</p> <p>Organisation of the curriculum to allow those who have good abilities in some areas but may need literacy support to access the curriculum at the level of their abilities.</p> | <p>Accommodation within the curriculum (e.g. additional support instead of second language lessons).</p> | |

| | Universal | Targeted | Specialist | Integrated/ Complex |
|--|---|---|---|------------------------|
| | <p>Initial Teacher Training.</p> <p>School Leadership Training.</p> <p>Whole School awareness training.</p> <p>School Improvement Plan.</p> | <p>CPD.</p> <p>Local Offer.</p> <p>Whole-school awareness training.</p> | <p>As previous column.</p> <p>Specialist Consultants.</p> | |

Examples

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| All | Achievement for All is an integrated programme to develop schools SEND policies and provision; The BDA's Dyslexia Friendly Schools Initiative also addresses these issues. |
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Staff knowledge

| | Universal | Targeted | Specialist | Integrated/ Complex |
|--|---|--|--|--|
| | <p>Awareness of the main characteristics of dyslexia and related specific learning difficulties; understanding of the impact that these can have on learning and interaction; and, knowledge of strategies to overcome barriers to participation.</p> | <p>Theoretical understanding of key learning and communication skills (e.g. maths, reading) and of the ways that development of these skills may be affected by difficulties and promoted by focused teaching</p> <p>Knowledge of and ability to use a range of 'catch up' interventions (for example....) and ability to evaluate the effectiveness of these for individuals in relation to established benchmarks.</p> | <p>In-depth understanding of the nature of dyslexia and the factors that impact and interact to influence the severity of its consequences.</p> <p>Knowledge of and ability to use a range of assessment tools and to design and deliver a highly focused individual programme of support including individualised learning, compensatory strategies (including IT) and adaptations to classroom delivery.</p> | <p>In depth understanding of dyslexia and its interaction with other specific difficulties.</p> <p>Knowledge of an ability to use a range of assessment materials and interventions, linking with other disciplines as needed.</p> |

Examples

| | |
|-------------------|--|
| Universal | 'Inclusion Development Programme' and whole school awareness and training provided by Dyslexia Organisations (e.g. BDA Dyslexia Friendly Schools). |
| Targeted | Apprentice Training/ resourced-based learning (e.g. P4L). |
| Specialist | Masters level and Post Graduate Diploma specialist training courses. |
| Integrated | Masters level and Post Graduate Diploma specialist training courses. |

Identification

| | Universal | Targeted | Specialist | Integrated/ Complex |
|--|---|-------------------------------------|---|-------------------------------|
| | Observation of response to classroom teaching; recognising and responding to parental concerns; attending to and acting on reports from previous settings; reflecting on the evidence accumulated over time and from different sources. | Use of checklists and screeners**** | Assessment of strengths and weaknesses using standardised tests and other sources of information. | Multidisciplinary Assessment. |

Staff involved/Examples

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|-------------------|---|
| Universal | Class teacher. |
| Targeted | Class teacher; Advice/Input from SENCO. Examples of screeners: <ul style="list-style-type: none"> • The phonics screening check: Responding to results. • See the BDA website: Screening and assessment. |
| Specialist | SENCo or Dyslexia/SpLD Advisor/Teacher within the LA. |
| Integrated | Educational Psychology Services; independent assessment/advice services. |

Learning and Development Programmes

| | Universal | Targeted | Specialist | Integrated/ Complex |
|----------|--|--|---|--|
| Learning | National Curriculum, delivered according to inclusive teaching principals and differentiated for accessibility and response needs, drawing on appropriate materials and resources. | Targeted learning programmes in small-group, one-to-one, or distance/home learning environments. | Individualised structured learning programmes adapted to the individual's particular learning barriers. | As specialist but adapted and augmented to address complex needs and interactions amongst needs. |

Learning & Development Programme Examples

| Universal | |
|------------|--|
| Targeted | <p>Structured activities to develop and extend phonological awareness, word recognition, phonics, graphic knowledge and spelling. For example use of Active Literacy Kit: A resource for teachers and teaching assistants that covers alphabet knowledge, letter-sound links, blending and early reading skills.</p> <p>Support in applying and developing strategies and skills for different kinds of reading and different kinds of writing.</p> <p>Support in applying and developing specific skills in, for example, time-management, personal organisation, study skills: memory techniques, graphic organisers, revision etc.</p> <p>Short-term Booster or 'catch up' programmes.</p> <p>Use of special interests or targeted literacy — for example the Springboard Literacy Programme provides fiction and non-fiction titles for all stages of reading development.</p> |
| Specialist | <p>One-to-one literacy support using, for example, multisensory programmes, Every Child a Reader; Every Child a Writer.</p> <p>Morphological teaching.</p> <p>Handwriting programme designed to commit spelling patterns to kinaesthetic memory.</p> |
| Integrated | |

Technology

| | Universal | Targeted | Specialist | Integrated/ Complex |
|------------|--|--|--|------------------------|
| Technology | Using technology to support inclusive teaching and learning practices. | Using technology to: deliver targeted learning programs; support text access through text-to speech and other assistive software; support writing and recording processes. | Individualised learning programs delivered through multimedia and/or online computer applications. Specialist software and hardware. | |

Technology Examples

| Universal | Use multimedia presentations including videos, internet and interactive whiteboard. Support use of computer-based skills development programs. Support use of tools such as calculators, audio books, text to speech software and spell-checkers. |
|------------------------|--|
| Targeted | Use of computer-based skills development programmes (e.g. Units of Sound, Lexia, Successmaker, Wordshark); Support and extend the use of text to speech and speech to text conversion systems. Provide course materials, test papers and images in a range of file formats adapted to suit personal reading needs of students (e.g. using Load2Learn). |
| Specialist | Use of structured, cumulative and multisensory programme to teach reading and spelling that involves a high level of independent work by the student. Provide access to an on-line resource of curriculum materials across all Key Stages - textbooks, test papers and images, for example using Load2learn. Extended training in assistive software such as TextHelp or Claro Read which speaks on-screen text and scanned books/documents aloud and can be integrated with writing and recording software. |
| Integrated/ Complex | |

External Resources

| | Universal | Targeted | Specialist | Integrated/ Complex |
|--------------------|--|--|--|------------------------|
| External resources | School staff to have access to research papers, web-sites, conferences, online-discussions forums and opportunities for professional development training. | As previous column. Access to advisory services and specialist consultants. | As previous column. Possibility to refer to specialist assessment centre or dedicated facility for specialist teaching and support. | |

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