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Department
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Trainers' 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



Introduction

These brief notes will support trainers who are new to this Guidance, to give them an overview of the contents and how the guidance can be used. This activity should take about 1 hour to deliver. Although these notes do not provide a training programme they are designed as awareness raising at events such as a SENCO network or conferences around teaching and learning. They can also be used individually to help you to prepare sections for delivery in your own school.

Overall context:

What is the guidance?

It's an interactive PDF presentation which you can download and use in a flexible way to help staff understand the changes within the new Code of practice and how they affect children and young people with SEND. The guidance specifically focuses on helping to create the best climate and practice for those young people who are having difficulties with literacy.

Setting the context:

Schools or specialist teachers / services might use this guidance to support their other work in continuing to achieve better outcomes and experiences for pupils with a range of learning difficulties related to literacy. It may also be helpful with more generic developments within school improvement and the SEND reforms.

How might it be used?

It is designed to be used flexibly, depending on where the school is on the road to establishing consistently high universal teaching, and appropriate and well taught targeted interventions. It is increasingly important that SENCOs work in partnership with other members of the SLT to achieve this. *The focus of this guidance is not about the additional and different; it is about making explicit what the evidence tells us works in the classroom.* Aspects of this Guidance could be used in the following ways:

1. To inform learning walks
2. As a focus in a reflective practitioner group
3. As part of a lesson study approach i.e. 'Does using a particular strategy e.g. *'pausing after asking a question'* enable a wider range of pupils to engage?'
4. To help schools to identify their own areas of strength and identify where they will need additional training
5. As part of the school's induction for NQTs or staff who are new to the school

We are asking schools to get in touch to share how they have used this Guidance A proforma will be available to download from this website.

Overall context:

How to access the guidance:

The guidance can be accessed through the NASEN SEND Gateway or directly from the Dyslexia-SpLD Trust website www.thedyslexia-spldtrust.org.uk

Once on the Dyslexia –SpLD Trust website go to :

1. Schools and Local Authorities
2. Online guidance on the SEND reforms

Download and save

Download and save the resource (it takes a few minutes to download so make sure that you give it time to completely download before starting to use it).

There are 24 accompanying resources

You should also download the accompanying 24 resources. These are mostly key extracts taken from already published resources e.g. the Rose Report, but there are one or two newly created resources e.g. Schools' Responsibilities. These are referred to throughout the Guidance

Open on one or two of these resources on the Dyslexia-SpLD Trust's website so that you can see what these offer but you will be guided to each of these throughout the PDF:

e.g.

1. Activities (to show what their potential is)

You will need to ensure that you are online if you want to use the links throughout the downloaded guidance.

Once downloaded you can start to navigate the guidance

Information about Navigating the Guidance

Slides 2/3/4 demonstrate the View...show hide...navigation panes + thumbnails to assist the navigation of the guidance

Slide 7 Goals of this guidance

Slide 8: Big Picture...This could be a poster on staffroom walls and used to generate discussion and ideas

INTRODUCTION: For Practitioners

Slides 12-27:	This is a useful introduction that you could use if you only had a short slice of time in a meeting and wanted to quickly explain what was covered in the Guidance
S 14	Extract from the COP: this is why this must sit within a whole school approach
S 16	So what does the Guidance contain?
S 17	The evidence: We know what works: to support our direction of travel
S 18-21	This describes what you will find in each of the four sections
S 22-24	Some questions that you might have and where you can find further information : 'e.g. on slide 23 '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?'

INTRODUCTION: For Governors

Slides 28-39

This is a presentation to parents and/ or Governors which explains what Governors can reasonably expect to ask of their schools, what they should be looking for and where in this guidance they will see how schools are supported to develop their practice. This is modeled through 12 key questions that governors can ask

Effective Practice

Slides 40-86

This section provides information on both research and resources to support schools. It is in two parts

S 42

4 key evidence bases that are constantly referred to as guidance for effective practice: 1. Key messages from OFSTED; 2. The Sutton Trust research about Value for money, 3 Professor Greg Brook's research 4. Sir Jim Rose's review

S 43

Go to **Activity 1**, linking to a relevant resource, returning to the activity page and then returning to this page using the BACK button

S 44

Now go to an external website e.g. the EEF to demonstrate going to an existing resource on the internet and then returning to the screen page

S 52

Activity 2: This is to demonstrate how we can incorporate other online learning into this Guidance: Demonstrate going a section of the IDP on Dyslexia and using it as a teaching point.

S 56

Draws attention to the research that highlights the importance of early identification of children who have language difficulties and the impact that this can have on their literacy skills

S 63-86

Effective Practice: resources to support you

S 64	This section demonstrates examples of what you can find on each of these websites and resources that you can download for free
S 79	The Literacy and Dyslexia-SpLD Professional Development Framework: Here there is a link to the introductory pages of the Framework. Take some time out to explore what this Framework could offer your staff and how this could be used in school.
School Funding reforms	
S 87-103	This section provides information on the school funding reforms and the requirements on schools to make clear how they are linking their spending to impact (ie improved outcomes for pupils) to provide good value for money
S 89	Explain and look at Activity 6 ...see this as a health check, perhaps as part of a Reflective Practitioner session
S 90-95	These slides explain the funding systems (although the detail of this will be different for each LA)
S 95	There is a link to a You tube clip of Phillippa Stobbs from CDC explaining the funding reforms to parents
S 96	This slide highlights the importance of making the link between funding and improved outcomes for pupils
S 98	Consider all the other funding as well and continually question whether or not the children are receiving value for money
S 100-103	These slides consider other sources of funding for vulnerable pupils...must be seen as a whole and schools must move away from working in silos. A SENCO should have a complete overview of how this funding is being used so that he/she can plan ahead and see what else is needed

The Graduated Approach	
S 104-117	These slides explain the Graduated Approach and provide examples of case studies where schools are doing this well
S 105-5	The importance of early identification
S 107-8	This slide explains the Assess Plan Do and Review cycle and makes the link between assessment and teaching
S 109-110	Specifics to be aware of in Early Years around language development and its impact on literacy development Slide 109: Rich wealth of resources to support here
S 112-116	Revisit the four key elements of good practice through the filter of the Graduated Approach
S 112	Here there is a case study (a video) which highlights good universal practice. There are also links to supportive information
S 113	This slide draws attention to a Targeted case study from a Pathfinder about how a few school collaborated over a SLT resource
P 116	By now teachers should have a clear idea about what good universal teaching looks like, SENCOs will understand the need to check the evidence base behind interventions that they select and also the importance of quality assuring the delivery. They need to ensure that they make the link between provision and measuring impact and if it's not working do something further (QA delivery, pupil attendance, is it the right intervention?, has there been an appropriate identification of need through assessments? etc)

The Local Offer	
S 119-128	These slides explain what a good Local Offer and school provision will look like for those with Dyslexia SpLD and literacy difficulties. It makes clear that most children and young people with these profiles will not qualify for an EHC plan but that there is still much more that schools can do within their own resources. LAs may support schools by providing further professional development, or signpost to further support from local and national charities. It is necessary to view the Local Offer and the school's SEND Information as part of the same landscape. Schools must make clear to parents their arrangements for meeting the needs of those with SEND. The School SEND information is part of the local Offer.
S 121	The SEND information that schools MUST provide on their websites could be written like this. Remember the audience is parents/ cares and young people
S 124-127	These slides take you through each aspect of universal, targeted and Specialist with examples
S 127-128	What a parent can expect

If you would like a number of posters for a specific event please email your address, stating the event that they will be used at and the number of copies that you would like to:

info@thedyslexia-spldtrust.org.uk