



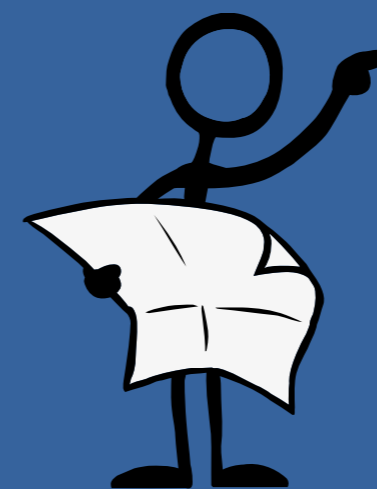
The  
Dyslexia-SpLD  
Trust

Trust Report  
**2011-13**

went into a large town .

Where is good pizza ?

I might help grandpa



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# Message from our Chair

The Trust, as a collaboration of key organisations in the world of dyslexia and specific learning difficulties, brings together a shared vision and provides a combined voice to champion improved outcomes for our learners with dyslexia and specific learning difficulties, has enabled us to have a significantly greater impact than the sum of our individual organisations. Through our collaborative work we have been able to add considerable value to the sector by creating a common voice, providing reliable, unbiased information to parents, teachers, schools, local and national government and acting as an important communication channel between government and the community and voluntary sector, championing the issues which policy makers cannot ignore.

The Trust provides an opportunity to share a range of perspectives and experiences to enable more informed and robust understanding of issues addressing our professionals and learners. Through our 2011-2013 programme of work we supported workforce development by providing models of good practice, disseminating information on evidence based resources to support pupils with literacy difficulties including key resources and professional development tools to practitioners via the Literacy and Dyslexia-SpLD Professional Development Framework tool, the Interventions for Literacy resource, the Parent Champion network site and the main Trust website.

We continue to work together to encourage greater understanding and recognition of dyslexia and specific learning difficulties and to encourage improved teaching of our learners at all levels.

This report shows how our achievements through our 2011-2013 programme of work continued to build on the expanding network of relationships within the public and community and voluntary sector to promote and support improved outcomes for our learners. Through our Trust programmes of work we have taken and continue to take an active role in helping to raise expectations and show how children and young people with dyslexia or specific learning difficulties can achieve great success. The collaborative programmes we have undertaken in the last few years and we are currently pursuing provide valuable resources to the SEN community.



**Lynn Greenwold**  
Chair of The Trust

**“We continue to work together to encourage greater understanding and recognition of dyslexia and specific learning difficulties and to encourage improved teaching of our learners at all levels”**



# Trust Organisations



# The Trust Direction 2011 to 2013

Since 2007 the direction of the Trust activities have been focused on bringing the sector together and providing a combined voice amongst the organisations working to improve outcomes for individuals with dyslexia and specific learning difficulties.

We have provided reliable, unbiased information to parents, teachers, schools, local and national government and have provided an important communication channel between government and the community and voluntary sector. During 2011 to 2013 the Trust received government funding in the form of a grant to develop information and guidance to parents, schools, local authorities and practitioners on models of good practice to support children and young people with specific learning difficulties such as dyslexia.

This two-year period was an important time for the Trust organisations to establish a sound relationship with government and its agencies to support and offer guidance on their work on the SEN and school funding reforms. The Trust used this time to extend its partnership working with the wider SEN sector, raising its profile and forging relevant and significant links with key stakeholders. Connections with the educational workforce across mainstream primary, secondary, academy chains, teaching schools and FE were developed in readiness for a widespread dissemination plan.

This two year activity has provided the foundations that underpin our overall goals which are to promote fuller understanding and awareness of dyslexia and specific learning difficulties, to enable practitioners to access the best training and expertise to support the needs of individuals with dyslexia or specific learning difficulties, to promote best provision in supporting individuals with dyslexia or specific learning difficulties in a timely manner and to enable organisations that are promoting improved practice and outcomes for individuals with dyslexia and specific learning difficulties to work together in ways which build upon and add value to the work in which each of the constituent organisations is already engaged.

**Mel Byrne**  
Trust Director

# Acknowledgements

Between 2011 and 2013, the Trust has worked collaboratively with many organisations. They have widened our perspective, added value to our expertise and have helped us to extend our reach. Their support is invaluable and we look forward to continuing these positive relationships.

## Some of the ways in which we have worked together include:

### The Communication Trust

Collaboration on development of generic Local Offer and Children and Families Bill

### The Autism Education Trust

Sharing good practice and supporting one another's aims

### Contact a Family

Parent participation and engagement

### nasen

Contribution to schools focused work

### Achievement for All

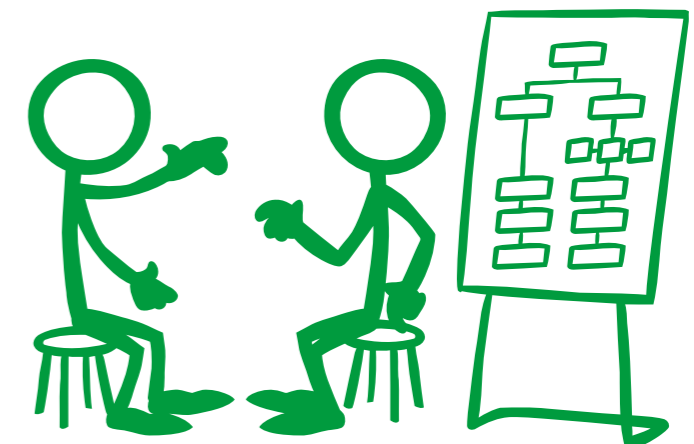
Supporting each other's aims for schools focused activity

### The Council for Disabled Children (CDC)

Strategic Partnership Board participation to bring voluntary and community sector together

### The Special Education Consortium

Contributing to joint messaging and campaigns



# How we made a difference



- ✔ Disseminated evidence based resources and materials on what works best for those with literacy difficulties in the classroom, to over 3,000 practitioners
- ✔ Developed resources with parents, to support other parents and carers experiencing similar issues that dyslexia in the family can bring
- ✔ Raised awareness in schools, academy chains and local authorities of the need for professional development via the Literacy and Dyslexia-SpLD Professional Development Framework Tool
- ✔ Worked towards building an expert network to cascade dyslexia awareness training to those young people in youth offending institutions
- ✔ Raised awareness and support on the need for workforce development to influence SEN policy

# Influencing change through partnership working

The Trust has worked closely with our colleagues to strengthen the review of the support that children and young people with dyslexia and specific learning difficulties have access to in schools. This includes playing a key role on the Strategic Partnership Board whose aim is to bring those organisations in the voluntary and community sector with a common focus on special educational needs and disability together hosted by the Council for Disabled Children (CDC). The Trust also worked closely with the Communication Trust, The Autism Education Trust, Achievement for All and nasen who all share a common focus on improving outcomes for children and young people in schools.



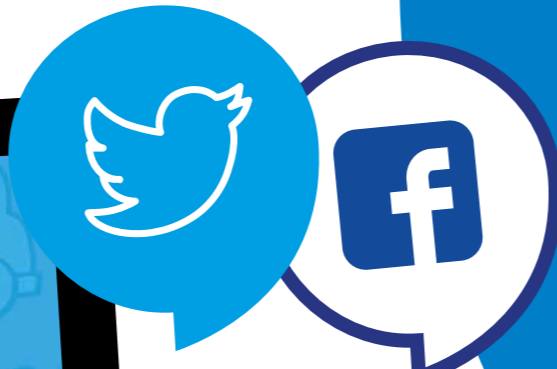


## The Trust has also contributed to influencing change and improving practice in the following ways:

- ✓ Parent Participation National Link Group, hosted by Contact a Family to advise government on parent participation.
- ✓ The All Party Parliamentary Group for Dyslexia-SpLD, with Dyslexia Action as secretariat to bring the issues of those with dyslexia to parliament.
- ✓ The Children and Young People's Health Outcomes Forum, facilitated by CDC to ensure the voice of young people are included in Health.
- ✓ A Whole School Approach to Improving Access, Participation and Achievement Advisory Board, a nasen project providing primary and secondary toolkits for schools.

# Working with Parents

Through use of social media; production of a designated resource site for parents; the creation of a network of parent champions and distribution of printed information, we have raised awareness of the resources and materials available to support families with dyslexic children.



“It was such a huge relief to read the newsletter and realise I am not the only mum feeling isolated and struggling to be positive with my son. The tips are really simple ones and I’m feeling much better about myself and the job I’m doing.”

## Parent Champion



A guidance leaflet 'Questions about Dyslexia' for parents and carers of children and young people with dyslexia was produced and translated into 7 languages, identified as most commonly found within UK schools.

**7000**  
printed copies  
were distributed.

These were then made available in print and through the Trust and Partner websites

[Questions about dyslexia](#)



The Parent Champions project was launched, as part of our campaign to 'Empower Parents and Carers', to provide national support and share good practice.



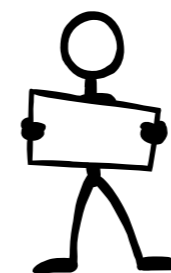
**300**

People had registered as a parent champion, by March 2013



**1,000**

people visited the 'Parent Champions' website in the first 3 months



**5,250**

posters and postcards were distributed



**25**

Trust hosted information sessions were held regionally

# Working with Schools and local authorities

By raising awareness of the Interventions for Literacy site and the book 'What Works for Children and Young People with Literacy Difficulties' we can now demonstrate models of good practice and disseminate effective interventions to any school or local authority, relating it to their setting.



[www.interventionsforliteracy.org.uk](http://www.interventionsforliteracy.org.uk)

Supplementary materials were produced to enhance the Interventions for Literacy project. Originally just a database search tool (2009-11), the site now contains 5 new case study films, demonstrating good practice.

In addition to this, a series of hard copy leaflets were produced based on downloadable factsheets from the site, to increase accessibility.

#### We now have available:

- Frequently Asked Questions
- Children with persistent literacy difficulties
- The three waves of provision

Between April 2012 and March 2013, visitor numbers to the website more than trebled.



# Working with Practitioners

We recognise the value of our well trained teachers and support staff working with our children and young people in schools with specific needs that are often hidden. Our Literacy and Dyslexia-SpLD Professional Development Framework Tool now houses a comprehensive resource bank to strengthen the skills and knowledge base of teachers working with dyslexic pupils.

The Framework website was reviewed and revised to incorporate stakeholder feedback. These revisions were then evaluated by a focus group of 67 primary schools, 15 secondary schools and 3 FE Colleges.

Also during the year, partnerships were formed and strengthened with major training providers including; OCR, Institute of Education, Roehampton University and Dyslexia Action Training, who will use the Framework for planning purposes.

Initial work was started to map the Framework to recognised qualification standards, such as Approved Teacher Status (ATS) and SpLD Assessment Standards Committee (SASC). This will fulfil a key requirement of our stakeholders to be able to clearly identify a route to progress their training and knowledge, across the different course types and providers.

The website was then re-launched, with increased functionality and provision.



**530**  
users  
registered  
& accessing  
the site



# Increasing our reach to widen our audience

Over two years, we've worked hard to improve and broaden how we share information, to make sure it reaches our audience in a way that is accessible and useful. We made adjustments based on stakeholder feedback and now have...



## Newsletters

1,300 quarterly newsletters issued to stakeholders



## Social Media

Twitter & Facebook social media platforms



## Website

A central website with improved materials and signposting to services



## Events

25 events of varying capacity were hosted by the Trust, as well as attending external events.



## The right direction

A 65% increase in visitors to the Trust's website makes us believe we are heading in the right direction



## We listened to specific requests and responded.

For example, our stakeholders said they wanted;

**“An example of what a good learning experience for a dyslexic pupil would look like”**

So we added a case studies section to our website, with examples of good practice.



# Finance

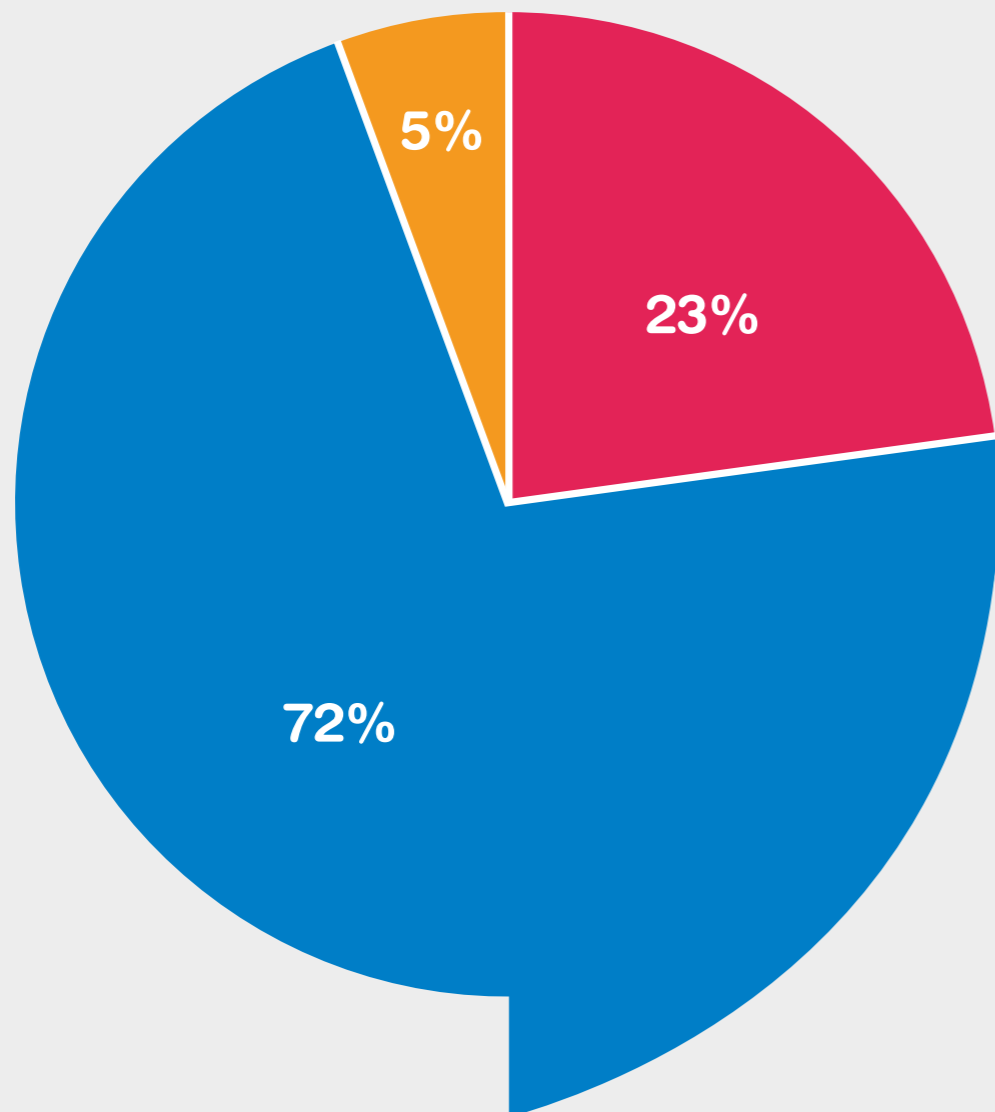
In 2011 The Trust was awarded a grant of £1.3million by the Department for Education, to cover a two year period April 2011-March 2013.

This funding was to cover both operating costs and delivery of projects and services.



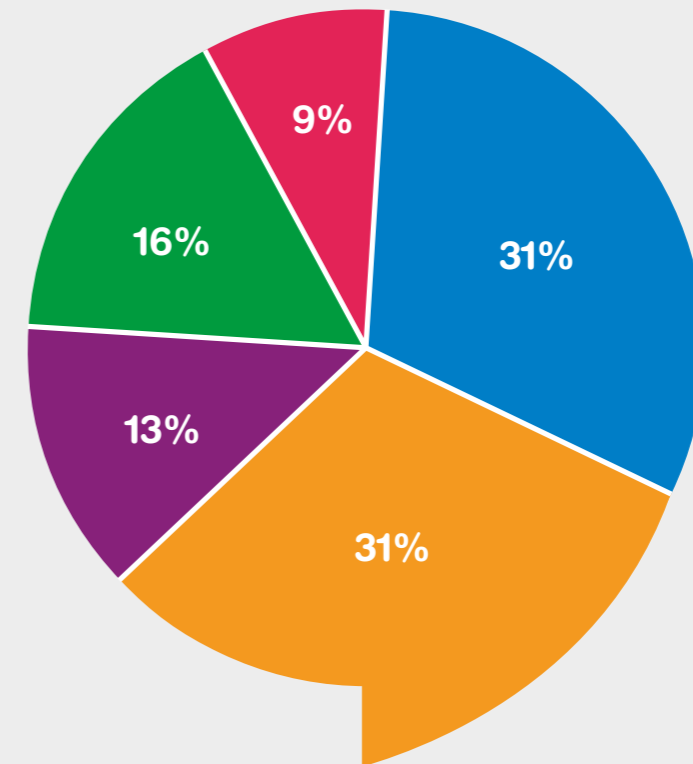
# FY 11-13 budget breakdown

<span style="color: #e91e63;">●</span> Operating Costs	£323,490	23%
<span style="color: #0070c0;">●</span> Delivery of projects and services	£996,558	72%
<span style="color: #f4a460;">●</span> Sustainability & Growth	£75,348	5%
<b>Total</b>	<b>£1,395,396</b>	



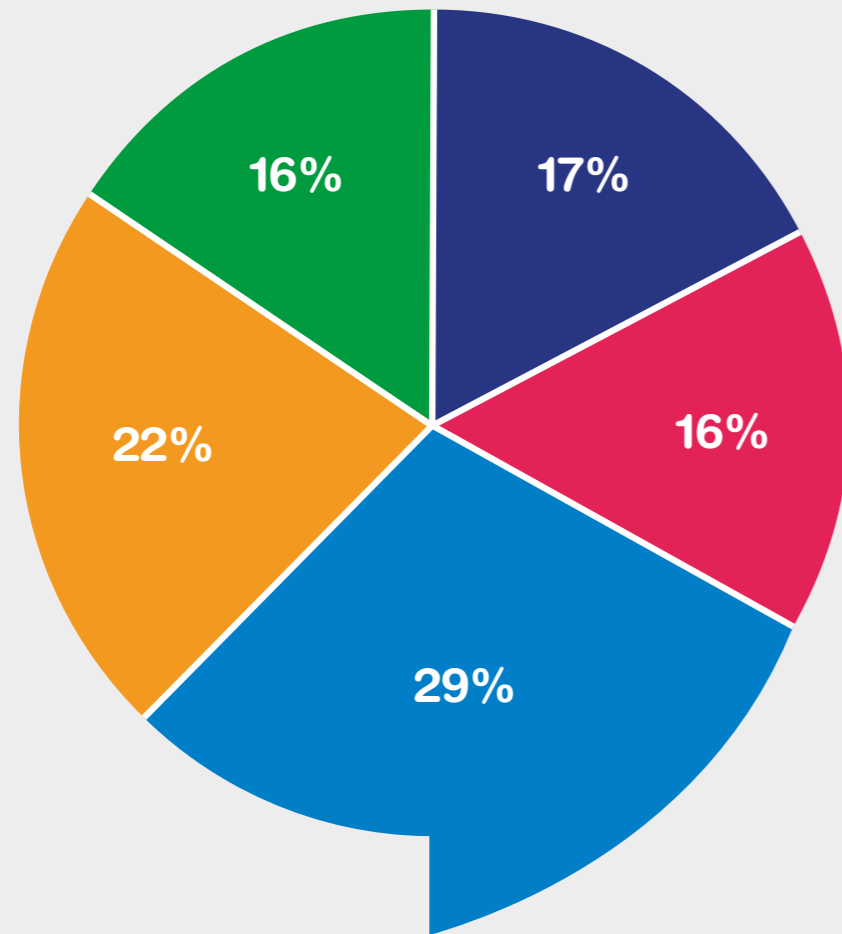
# FY 11-12 Projects and services






The majority of funding was allocated to delivery of projects and services. This funding was divided into 5 themes of work.



<span style="color: #e91e63;">●</span> Providing information & advice	£43,144	9%
<span style="color: #0070c0;">●</span> Projects supporting parents	£149,458	31%
<span style="color: #f4a460;">●</span> Projects supporting schools and practitioners	£151,996	31%
<span style="color: #4caf50;">●</span> Influencing and supporting change	£79,000	16%
<span style="color: #9c27b0;">●</span> Projects supporting CYP	£64,464	13%
	<b>£488,062</b>	<b>100%</b>

# FY 12-13 budget breakdown



 Providing information & advice	£81,521	16%
 Projects supporting parents	£146,529	29%
 Projects supporting schools and practitioners	£112,328	22%
 Influencing and supporting change	£82,707	16%
 Supporting good practice	£85,411	17%
	<b>£508,496</b>	<b>100%</b>

# By the end of 2013

## PROJECTS SUPPORTING PARENTS

**3,000+**

parent friendly guidance books distributed

**300+**

Over 300 registered Parent Champions supported via the network

**500+**

Over 500 survey respondents shaped the web content

## SUPPORTING GOOD PRACTICE:

**200+**

Over 200 members of YO Service received training on dyslexia awareness

**89**

89 young people received direct intervention support

**500+**

Over 500 young offenders were screened for dyslexia

## PROJECTS SUPPORTING SCHOOLS & PRACTITIONERS:

**150+**

Over 150 local authorities reached by the Framework project team

**2,000+**

Over 2000 registered users of the web tool

**10**

10 new 'good practice' case studies available via the website, in film audio and written format

## PROVIDING INFORMATION & ADVICE:

**12,250**

12,250 pieces of printed information distributed, promoting dyslexia awareness and support

## INFLUENCING AND SUPPORTING CHANGE

**2,000**

Over 2,000 regular visitors a month to Trust web and micro-sites



# Future Strategy

The Trust has been successful in its collaborative approach to developing evidence based resources, guidance and materials to schools, local authorities, practitioners and parents and carers of children and young people with literacy difficulties, specific learning difficulties and those with dyslexia.



## Aims

Our aim for the future is to ensure all schools and parents have access to these valuable resources and by doing so improved practice in schools has a direct impact on early identification and support for those with specific needs.

## Support

We will continue to offer our support to government and its agencies to ensure that the needs of dyslexic young people are understood when revising policy.

## Strength

We will strengthen our relationships with the wider SEND sector to enrich the information we disseminate and to share good practice.

# Future Project Work 2013-15

## Providing guidance to schools and local authorities

Develop an on-line supportive guide to equip professionals in Local Authorities, schools including academies, colleges and settings to deliver good practice in line with Special Educational Needs Reforms including information on the Local Offer, the Funding Reforms, Effective Practice and a graduated approach to support for pupils with SEND in schools.

## Support and guidance for practitioners

Training to school clusters, teaching schools, Pathfinders, FE colleges, Academy chains and training providers to embed the Literacy and Dyslexia-SpLD Professional Development Framework. We will be ensuring that those professionals accessing the resource know how to signpost to specialist services and how to access more specialist help.

## Providing online advice and resources for parents

Development of a single comprehensive online source, aimed at parents and carers, for information on supporting children and young people with dyslexia/SpLD. This single portal will draw together the most up to date information available via all Trust member organisations, as well as signposting to external resources and examples of good practice. The portal will include resources and information for parents developed in collaboration with parents. It will ensure that, despite the changing landscape, the best possible information is easily accessible to parents and carers.

## Supporting young people, including young offenders

Developing and embedding a training package for those working with young offenders to improve identification and awareness of the needs of those young people with specific learning difficulties. Development and pilot of an ID card, to be used by Young Offenders to raise awareness of specific needs and to share information on accessibility as they move across agencies.





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