

Dyslexia Action Plan 2013-2014

- 1. Starting Point:** Dyslexia Action Plan 2012-2013
- 2. Way Forward:** New Action Plan Drawn up
- 3. Next Review:** End Summer 2013-14

1. Starting Point: Review of Dyslexia Action Plan in place for the past year 2012-13

Actions completed following Action Plan of 2012-13:

A. CPD:

- Whole school training by Southwark Dyslexia Specialist Linda Austin:
 - ... Teachers
 - ... Teaching assistants
 - ... Parents
- Inclusion Manager delivered TA training of structured phonic program-Literacy Tracks, alternative to/alongside the school's mainstream provision-Letters and Sounds
- SALT delivered training on working memory to teachers and TAs
- TAs trained to conduct Dyslexia screeners and observe test behaviours

B. Policy and practice review:

- Spelling policy reviewed
- Linda Austin conducted full scale assessments of identified children via parental consent referrals-formal reports shared with parents and new strategies in place
- Dyslexia screeners conducted for children seen as showing traits of Dyslexia-findings shared with parents and new strategies in place
- Literacy Tracks set up as whole school phonics intervention for those with low literacy attainment, despite mainstream access to school phonics program of Letters and sounds. Tracks resources purchased from year 1-6. Early morning sessions and in school sessions established for targeted children.
- Inclusion Manager guidance and ongoing training, supervising Tracks delivery
- Pupil confidence and attainment in Literacy monitored against Tracks access
- Learning walks with Linda Austin and review of Action Plan

2. Way Forward: New Action Plan Drawn up

This **2nd Dyslexia Action Plan** was drawn up as a way forward to ensure ongoing comprehensive provision for children with a diagnosis of Dyslexia and for those who despite Literacy intervention were/are not making adequate progress.

3. Next Review: End Summer Term 2013-2014

The Dyslexia Action Plan (below) is the working document for the academic year 2013-14

The plan will be adjusted and adapted over the course of the year with a final review assessing impact at the end of the summer term 2013-14

Actions	Small steps	Time Scale	Ongoing Review
Ongoing whole school staff training on Dyslexia	<ul style="list-style-type: none"> Audit staff needs & liaise with Lit Co's 	Autumn Term	<ul style="list-style-type: none"> Support staff with identification in the classroom-checklists, whole class differentiation and specific intervention – publish and make available criteria for staff to access Inclusion Manager to assist in identifying specific children who need to access Literacy Tracks and liaise with parents New spelling policy in place and monitored through book scrutinies Ongoing support and review from Linda Austin Ongoing discussion/review with Literacy Co's and at SMT meetings Ongoing staff training
Parent Liaison	<ul style="list-style-type: none"> Invite parents to sit in on early morning Literacy Tracks sessions-Inclusion Manager to support Termly intervention letters to parents reporting on progress via parent mail/book bags and notice in foyer Detailed written explanation of Literacy Tracks shared with parents Hold final open morning session talking through pupil progress after Tracks intervention at end of summer term Consent attained from parents for Dyslexia screeners Learning mentor tracking attendance and latecomers 	Through the whole year	<ul style="list-style-type: none"> Parents invited to see learning in progress – Inclusion Manager supported parent understanding and helped answer any questions Volunteer parent trained to support delivery of Literacy Tracks Learning mentor contacted parents where children were persistently late or not attending. Where necessary another child was given the space on the intervention instead Arrange meetings with specific parents with ongoing concerns re-provision for their children
Identification of children who have Dyslexia or who may display similar traits	<ul style="list-style-type: none"> Meet with parents of specific high priority children and agree diagnostic assessments to be carried out by Linda Austin Inclusion Manger to prioritise list of children to be assessed. Agree dates with Linda Austin Inc Manager to do Dyslexia Screeners for specific pupils with ongoing Literacy concerns. TAs to be trained to conduct screeners and monitor test behaviour 	Autumn Term/Spring Term	<ul style="list-style-type: none"> Inc Manager attained parental consent for diagnostic assessments of targeted children- by Linda Austin Individual meetings held with some parents, including parents of children of middle ability who are concerned their children are displaying traits of dyslexia. Linda to wrote up reports and met with parents Inc Manger conducted screeners with specific targeted pupils. TAs trained to conduct screeners. Screeners used as dynamic tool considering next steps/targeted programs for children with weaknesses indicated by screener Observational check list produced for test behaviour Further assessments to be agreed for targeted children Fill in CAFs for children who need to access more specialised provision identified through intervention and assessment

Actions	Small steps	Time Scale	Ongoing Review
Ongoing whole school structured targeted phonic intervention	<ul style="list-style-type: none"> Literacy Tracks intervention in place for identified children. Access criteria: <ul style="list-style-type: none"> ... Diagnosis of Dyslexia ... Traits of Dyslexia ... Persistent low Literacy attainment despite access to mainstream phonic intervention 	Spring/ Summer Term	<ul style="list-style-type: none"> Tracks Literacy in place as whole school intervention program for children with a diagnosis of Dyslexia, poor Literacy attainment/progress Tracks resources in place for every year group. Baseline assessments completed pre-intervention(phonics and spelling) Inc Manger called parents of all children who are to access Tracks, to agree early morning start before school(8.30-9am x3 sessions per wk). TA training ongoing including new TAs at start of year and in school year. Inc Manager observe and support delivery weekly across year groups. Ongoing TA training on delivery of Literacy Tracks-progressive sessions of: teach-practice skills-review/consolidate-teach new... Literacy Tracks baseline and post assessment to be used to evidence progress post Tracks Intervention. NC levels of attainment an indicator of progress.
Pupil involvement	<ul style="list-style-type: none"> Before and after surveys of pupil confidence levels with Literacy Inclusion Manager to conduct ongoing informal interviews with pupils ascertaining and addressing needs 	Spring/ Summer Term	<ul style="list-style-type: none"> Conduct pre intervention surveys with pupils re-the Tracks Literacy delivery looking at confidence levels of pupils in reading, spelling and phonics Ongoing assessment of pupils confidence during withdrawal Tracks sessions and the impact of their growing skills on access to Literacy lessons in class. TA's/CT's to encourage and reward skills transfer Determine impact of Tracks Literacy on <ul style="list-style-type: none"> Actual pupil progress(Lit levels)-end summer Pupil confidence in their skills-conduct same survey
Where next?	Discussion with LA consultant regarding next Action Plan	Summer term/Autumn 2013-2014	Ongoing discussion on establishing Heber as a dyslexia friendly environment

Ongoing Review Key: **Actions completed** **Ongoing Actions** **Projected Next Steps**