

# Dyslexia Action Plan 2012-2013

- 1. Starting Point:** Dyslexia raised as an increasing whole-school concern-Summer 2011-2012
- 2. Way Forward:** Action Plan Drawn up
- 3. Next Review:** Summer 2012-2013

## **1. Starting Point:** Dyslexia raised as an increasing whole-school concern-End Summer Term 2011-2012

During handover with the previous Inclusion Manager in the summer of 2011-2012, Dyslexia was highlighted as a growing concern, both by class teachers regarding specific children, as well as parents who were anxious about their children's lack of progress in Reading and/or Writing. In response to this, the school had so far undertaken to purchase the online dyslexia screener and screen targeted children. Those that showed significant traits of dyslexia were then referred on to the Bloomfield Centre. From diagnostic assessments conducted at the Bloomfield, reports were then shared with the school/parents to inform next steps for these pupils.

However a review of the procedure in September 2012 revealed potential and probable pitfalls:

- Assessment at the Bloomfield Centre is an expensive resource and therefore not all pupils can be referred on to them.  
The process would not have been sustainable because of cost.
- The Bloomfield's follow-up report, whilst being comprehensive and very informative recommended provision that was not always do-able e.g. weekly dyslexia trained specialist teacher input. In addition, the number of parents raising the question as to whether their child had dyslexia was on the rise. This was inevitably coupled with a correspondent expectation of specialist teacher input. Regular Q&A sessions suggested rising discontent. The school therefore needed to step back and look at the growing concern from a whole school perspective, especially as concerns were raised across the Key Stages.
- Some parents, after having had their children screened at school and found to be mildly dyslexic, then went off to private EP's and had full assessments done which sometimes placed unrealistic expectations on the school.

## **2. Way Forward:** Action Plan Drawn up and pursued

*September 2012...*In response to the above, the school set out to:

- 1) Improve provision for children with Dyslexia**
- 2) Embed good practice across the whole school.**

To this end, the school is also investigating the Dyslexia Friendly Kite-Mark as a process to enhance our thinking and planning around dyslexia.

The school recognised that key to the success of the Action Plan was/is to work collaboratively with pupils, parents, staff and external agencies. This **Dyslexia Action Plan** was drawn up as a way forward to ensure 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 2012-2013

The Dyslexia Action Plan (below) is the working document for the academic year 2012/13.

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

Actions	Small steps	Time Scale	Ongoing Review
Arrange whole school staff training on Dyslexia	<ul style="list-style-type: none"> <li>Audit staff needs &amp; liaise with Lit Co's</li> <li>Liaise with the Bloomfield Centre and establish cost and availability</li> <li>Compare with other providers, including the LA, looking at cost and quality of delivery</li> <li>Agree cost and time scales with SLT</li> <li>Arrange training provider</li> </ul>	Autumn Term	<ul style="list-style-type: none"> <li>➤ Several attempts to establish contact and elicit info from Bloomfield Centre but not very responsive</li> <li>➤ Simultaneously arranged to meet with LA specialist-Linda Austin. Linda agreed to support the school's focus and Action plan-initial date for consultation and discussion 20.11.12</li> <li>➤ Identified staff training-would like support with identification in the classroom-checklists, whole class differentiation and specific intervention</li> <li>➤ SLT agreed rolling program of support from Linda</li> <li>➤ Teacher training session held at Heber: 20.11.12</li> <li>➤ TA training session held at Heber:15.01.13</li> <li>➤ SALT delivered training on working memory difficulties 19.3.13</li> <li>➤ Further training needs to be ascertained, feedback to Linda- arrange follow-up</li> <li>➤ Ongoing discussion/review with Literacy Co's and at SMT meetings</li> <li>➤ Review spelling policy with Lit Co's – Meeting arranged for 10.05.13</li> <li>➤ Ongoing whole school training</li> </ul>
Arrange parent meeting	<ul style="list-style-type: none"> <li>Agree date Linda Austin to lead parent meeting</li> <li>Head to send out whole school letter inviting all parents in(not just those with children with dyslexia)</li> <li>Head send out reminder on newsletter closer to the time</li> </ul>	Early Spring Term	<ul style="list-style-type: none"> <li>➤ Linda Austin agreed two dates in Early Spring to support School's aims</li> <li>➤ Letters of invitation and reminders sent out</li> <li>➤ Parents open meeting held at Heber 11.01.13 from 9-11:30</li> <li>➤ SMT meeting held to discuss findings</li> <li>➤ Invite existing parents in to take tour of Heber-see learning in progress 17.4.13</li> <li>➤ Arrange meetings with parents with ongoing concerns re-provision for their children</li> <li>➤ Questionnaire to be sent home offering parents support with reading and spelling-Linda Austin in to do training. 9-9.30, or 3-3.30.</li> <li>➤ Further liaison with parents needed to facilitate effective collaboration and robust provision for children diagnosed with Dyslexia.</li> </ul>
Identify children who have Dyslexia or who may display similar traits	<ul style="list-style-type: none"> <li>Meet with parents of specific high priority children and agree diagnostic assessments to be carried out by Linda asap</li> <li>Inc. Manger to prioritise list of children to be assessed. Agree dates with Linda</li> <li>Inc Manager to do Dyslexia Screeners for specific pupils with ongoing Literacy concerns-agree with parents</li> </ul>	Autumn Term/Spring Term	<ul style="list-style-type: none"> <li>➤ Inc Manager attained parental consent for diagnostic assessments of targeted children- by Linda Austin</li> <li>➤ Individual meetings held with some parents, including parents of children of middle ability who are concerned their children are displaying traits of dyslexia.</li> <li>➤ 3 assessments conducted by Linda-14.01.13 and 15.01.13</li> <li>➤ Linda to wrote up reports and met with parents</li> <li>➤ Inc Manger conducted screeners with specific targeted pupils-engaged help of Angela Batty to support process/time management</li> <li>➤ TA support with screeners</li> <li>➤ Discussion held with Linda Austin re- using screener as dynamic tool-considering next steps/targeted programs for children with weaknesses indicated by screener</li> <li>➤ Observational check list to be produced for test behaviour</li> <li>➤ Further assessments to be agreed for targeted children</li> <li>➤ Reports indicating children with moderate/severe indications of Dyslexia, formally tested by Linda Austin agree with parents</li> </ul>

Actions	Small steps	Time Scale	Ongoing Review
Deliver whole school structured targeted phonic intervention	<ul style="list-style-type: none"> <li>Consider what is needed as next step on from whole school phonic provision-Letters and Sounds-for specific Intervention for children diagnosed with Dyslexia/low Literacy Attainment</li> <li>Compare possible Intervention programs-look at BDA website for approved evidence based programs- Discuss with LA specialist</li> <li>Consider Tracks Literacy Program-Inc. Manager is certified to teach this and can support TA delivery</li> </ul>	Spring/ Summer Term	<ul style="list-style-type: none"> <li>LA consultant advised Inc Manger that as long as program is evidence based, it is justifiable to use whole school. -Inc Manager has experienced years of success with the Literacy Tracks program.</li> <li>Inc Manager liaised with Mary Charlton-founder of the program-established email contact and possible future liaison and attendance at Tracks Literacy network groups.</li> <li>Tracks Literacy agreed as whole school intervention program for children with a diagnosis of Dyslexia, poor Literacy attainment/progress</li> <li>Tracks resources ordered and received by Nov 2012. Resources needed preparation. Companies sourced to laminate and cut Reading cards (bulk copies). This proved not cost efficient so resources distributed to TA's to prepare for each year group-extra time allocated for this-</li> <li>Resources prepared and given to Inc Manager for sorting by 2<sup>nd</sup> week in Jan</li> <li>Teachers identified individuals for 1:1/group delivery. Baseline assessments completed pre-intervention(phonics and spelling)</li> <li>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)</li> <li>TA training commenced 4.02.13 Intervention started 5.2.13</li> <li>Inc Manager observe and support delivery weekly across year groups</li> <li>Ongoing TA training on delivery of Literacy Tracks-progressive sessions of: teach-practice skills-review/consolidate-teach new...</li> <li>Dyslexia screener to be used to evidence progress post Tracks Intervention.</li> <li>Re-test pupils to determine impact of Tracks at the end of the summer term or earlier</li> </ul>
Ascertain pupils views on their own confidence and progress in Literacy	<ul style="list-style-type: none"> <li>Conduct pupil survey on confidence levels with Literacy</li> </ul>	Spring/ Summer Term	<ul style="list-style-type: none"> <li>Worked with TA's to finalise questionnaire</li> <li>Conduct pre intervention surveys with pupils re-the Tracks Literacy delivery looking at confidence levels of pupils in reading, spelling and phonics</li> <li>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</li> <li>Determine impact of Tracks Literacy on</li> <li>Actual pupil progress(Lit levels)-end summer</li> <li>Pupil confidence in their skills-conduct same survey</li> </ul>
Where next?	Discussion with LA consultant regarding next Action Plan	Summer term/Autumn 2013-2014	<ul style="list-style-type: none"> <li>Attendance at meeting at BDA Kite mark meeting to disseminate the impact of the process onto Southwark Schools</li> <li>Ongoing discussion on establishing Heber as a dyslexia friendly environment-audit of classrooms, critical look at resources, pastel colours to be encouraged on worksheets and WB's, considered use of laminates, coloured overlays etc</li> <li>Consider 3 year action plan-recommendations and further discussion with Linda.</li> </ul>

Ongoing Review Key:

Actions completed

Current Actions

Projected Next Steps