



SEND priorities/action plan

Dyslexia focus



Priorities linked to EEF	<p>1 Create a positive and supportive environment for all pupils, without exception</p>	<p>2 Build an ongoing, holistic understanding of your pupils and their needs</p>	<p>3 Ensure all pupils have access to high quality teaching</p>	<p>4 Complement high quality teaching with carefully selected small-group and one-to-one interventions</p>	<p>5 Work effectively with teaching assistants</p>	6. SPECIFIC LEADERSHIP TARGETS – PERSONAL DEVELOPMENT
	<p>1. Create a positive and supportive environment for all pupils without exception</p> <ul style="list-style-type: none"> ✓ Promote positive relationships, active engagement, and well-being for all pupils ✓ Ensure all pupils can access the best possible teaching ✓ Adopt a positive and proactive approach to behaviour 	<p>2. Build an ongoing, holistic understanding of your pupils and their needs</p> <ul style="list-style-type: none"> ✓ Assessment should be regular and purposeful rather than a one-off event. ✓ Teachers need to feel empowered and trusted to use the information they collect. 	<p>3. Ensure all pupils have access to high quality teaching</p> <ul style="list-style-type: none"> ✓ Flexible grouping ✓ Cognitive and metacognitive strategies - scaffolding ✓ Explicit instruction ✓ Using technology to support pupils with SEND 	<p>4. Complement high-quality teaching with carefully selected small-group interventions</p> <ul style="list-style-type: none"> ✓ Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. ✓ Some pupils will require high quality, structured, targeted interventions. 	<p>Teaching assistants</p> <ul style="list-style-type: none"> ✓ TAs should not be used as an informal teaching resource for low-attaining pupils. ✓ Use TAs to add value to what teachers do, not to replace them. ✓ Use TAs to help pupils develop independent learning skills and manage their own learning. 	

EEF strand actions link to	Actions	Who	When	Intended impact	Costings	NEXT STEPS
1	whole school assembly to coincide with Dyslexia awareness month in October	JW All pupils	October 2023	Raise awareness of Dyslexia amongst pupils	None – SENDCO to carry out	Powerpoint created – discuss date with SLT. Tie in with Dyslexia week 2 nd -8 th October 2023
1	staff CPD training – in house and outside professionals	JW All staff	October 2023	Raise awareness of Dyslexia and how to support Identify outside agency professionals to support in staff training and identification of resources to support pupils	SENDCO to lead 1 session Costing for outside professional CPD delivery	Booked for October 25 th 2023 with SSEN

1	Add Dyslexic friendly statement to SEND policy	JW	December 2023	Raise profile of Dyslexia and support in place within school Highlight significance School places on support for these pupils	None –SENDCO to carry out	
1	Hold parents afternoon for parents with concerns	JW	November 2023	To raise parental understanding of Dyslexia To share strategies of support in school To meet criteria 3 of EEF recommendations for working with parents of SEND	None –SENDCO to carry out	Link with Macmillan coffee morning in SEPT
1	Create leaflet for parents re what we offer to support pupils with Dyslexia	JW	September 2023	To raise parental understanding of Dyslexia To share strategies of support in school To meet criteria 3 of EEF recommendations for working with parents of SEND	None –SENDCO to carry out	
1	Speak with Governors and SLT re plans and possibility of adapting whole school practices to be inclusive	JW Head teacher Governors	Summer term 2023	To explore ways to be inclusive that would not highlight differences for Dyslexic pupils –could we order all exercise books to have pastel coloured pages rather than ordering for just those pupils who need it? Discuss ways to be more inclusive	None –SENDCO to carry out	
2	Create a document to identify key features and strategies for a Dyslexic friendly classroom	JW	Summer term – ready to share October 2023	To identify key strategies to support Dyslexic pupils and use as an audit for what provision is currently in place and what can be developed further. To create a document tracking support in place for a pupil - helping to identify where key areas of support are needed but also where support is place and no real progress - this will help identify pupils with a greater underlying need	None –SENDCO to carry out	Document created –being trialled Summer term 2023 in 2 classes. Roll out to all classes in Autumn term 23/24
2	Create a checklist of Dyslexic indicators under each area of need to be used to assess pupils and provide baseline	JW Class teacher who has agreed to trial	Summer term to trial with 1 class	To identify key indicators for Dyslexia and use these as a baseline when assessing pupils To use document to plan additional support linking to key areas	None –SENDCO to carry out alongside class teacher –use PPA time to liaise with staff	Document created –being trialled Summer term 2023 in 2 classes. Roll out to all classes in Autumn term 23/24

2	Create "key features" and tips for teachers to support understanding of Dyslexia Share via weekly staff session	JW	September 2023	To create quick reference sheet (in style of other SEND areas already in school) for staff identifying key difficulties for pupils with Dyslexia, ideas for support and links to websites/resources that may be useful	None –SENDCO to create	
3	Create a flow chart of procedures to follow if staff have a concern re Dyslexia amongst pupils	JW	Summer Term – ready to share October 2023	To identify clear procedures to ensure pupils raising concern receive support swiftly and in an appropriate and systematic way	None –SENDCO to carry out	Created to support staff – SEE APPENDIX G
3	Conduct a Learning walk of all classrooms to identify QFT linked to checklist	JW	March 2024	To review whether strategies discussed are in place for pupils Review and Audit where we are on move to being a dyslexic friendly school. Share findings with staff and identify next steps	None –SENDCO to carry out	
4	Identify pupils for additional specifically targeted dyslexia intervention	JW Staff	January 2024	To identify pupils who would benefit from additional support –using checklists created and as additional to provision already in place in class	Staff and SENDCO to carry out in assessment weeks/following use of checklist	
4	Create packs of work to support pupils at home – specific target areas linked to identified need	JW	January 2024	To offer support and advice so that parents can support their child at home To meet criteria recommendation 2 of EEF guidance in working with parents of SEND	Photocopy costs to create packs	
4	Use Brook's intervention guide – edition 6 to look at efficiency v costings re what works well for pupils with dyslexia	JW Head teacher	Summer term	To identify interventions that have greatest impact for pupils v costing to see whether investment as a school would be beneficial to pupils	None to carry out research but costings linked to specific interventions	
5	Provide TA training on Dyslexia and strategies for support.	JW TAS	October 2023	To raise confidence of TAs when working with Dyslexic pupils To raise understanding of whole school approach and shift in ethos	None –SENDCO to carry out	

5	Identify TA who would like to lead specific intervention and provide specific support to deliver intervention	JW TA	January 2024	To develop specialist TA who can support pupils as well as staff in strategies for support Create a sustainable plan where “expertise” is disseminated amongst staff	None	Spoken to and looking into resources to support - possibly SNIP intervention
6	Conduct staff survey to identify perceptions amongst staff of myself as a leader	JW – source appropriate survey All staff to complete Headteacher to discuss next steps	Summer term 2023 Summer term 2024	Identify areas of strength in leadership style and areas for development. Discuss with Headteacher - explore CPD to support areas that need development Raise confidence in being a subject leader Identify areas to develop further	None	Carried out and results used in NASENCO assignment. Conduct again at end of project on dyslexia to review impact
6	Book dates in with SLT throughout the year to focus on Dyslexia October 2023 – introduce focus for year, develop understanding of Dyslexia through CPD and assembly Dec 2023 –review progress to date Feb 2024 – outside agency training April –review progress to date	JW SLT	Summer term 2023	To maintain momentum throughout coming year so Dyslexia strategies remain a focus To provide regular “check-in” to review progress, implementation and confidence of staff Respond to feedback and plan next steps following check-ins to drive next CPD for staff	None –SENDCO to carry out	
6	Conduct staff survey on Dyslexia	JW create staff survey and collate results	Summer term 2023 Summer term 2024	Identify where staff need support and target training to meet these needs	None –SENDCO to carry out	Carried out to inform development of strategy. Conduct again after training and year of input to review confidence levels and plan next steps

6	Examine EEF engagement with parents Doc and recommendations –identify next steps for school	JW	October 2023	Explore ways to engage with parents of SEND and Identify next steps for school To critically review communication with parents of SEND and identify next steps to improve. Survey staff to see how they would like to communicate with	None –SENDCO to carry out	
6	Work with 1 class to trial ideas –class with highest SPLC needs	JW	Summer term 2023	To trial ideas and work with member of staff to identify strengths and weaknesses of ideas proposed – adapt and modify plans to ensure roll out across the whole school is effective	None –SENDCO to carry out	Begun trail – meeting with staff member every 3 weeks to review to gain feedback