



# SEND priorities/action plan

## Dyslexia focus 2023-24



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

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 <sup>nd</sup> -8 <sup>th</sup> 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	Carried out October 25 <sup>th</sup> 2023 with SSEN NESSY training also offered to staff. Some take up and certificates generated

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	Added to policy and also to impact statement DEC 2023
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 –had Macmillan coffee morning and spoke with parents re general send but not specifically dyslexia – develop next year as part of action plan
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	Leaflet created and uploaded to website. Shared with gov and amendments made from feedback
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	Presentation shared at Governor workshop Oct 2023. Agreed in principle but budget meant could not be implemented this year
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. Rolled out to all classes in Autumn term 23/24
2	Create a checklist of Dyslexic indicators under each area of	JW Class teacher who	Summer term to	To identify key indicators for Dyslexia and use these as a baseline when assessing pupils	None –SENDCO to carry out alongside class teacher –use	Document created. Rolled out to all classes in Autumn term 23/24

	need to be used to assess pupils and provide baseline	has agreed to trial	trial with 1 class	To use document to plan additional support linking to key areas	PPA time to liaise with staff	
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	Support sheet created and shared with staff and TAS
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 – put as part of pack for each pupil
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	Learning walk carried out – ideally this though needs to be done more than once a year and drop ins carried out informally to see SEND pupils in class and develop greater understanding of how they are supported day to day
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	Intervention in place from SEPT 2023. Pupils working with TD and strategies for support discussed termly. SNIP used as base for intervention
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	Not carried out although packs have been created when pupils have worked off site and bespoke packs are created when a pupil or parent raises concerns re anxiety/understanding autism. SENDCO has then

						delivered these with pupils concerned
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	Not carried out due to budget although interventions have been introduced based on discussions with SSEN i.e memo.
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	Whole school training Oct 2023 Nessy training online made available and some uptake. SENDCO shared training in weekly TA meeting
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	TD agreed to lead intervention. Started SEPT 2023 using 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  Feedback gained at midway point and shared with staff and governors
6	Book dates in with SLT throughout the year to focus on Dyslexia  October 2023 – introduce focus for year, develop	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	None –SENDCO to carry out	SEPT 2023 JW shared whole school vision with staff  Outside agency (SSEN) training Oct 2023

	<p>understanding of Dyslexia through CPD and assembly</p> <p>Dec 2023 –review progress to date</p> <p>Feb 2024 – outside agency training</p> <p>April –review progress to date</p>			Respond to feedback and plan next steps following check-ins to drive next CPD for staff		NOV 2023 Nessy online training made available
6	Conduct staff survey on Dyslexia	JW create staff survey and collate results	<p>Summer term 2023</p> <p>Summer term 2024</p>	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	Not carried out – something to develop and be the focus for next year’s SEND action plan
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 trial – meeting with staff member every 3 weeks to review to gain feedback