

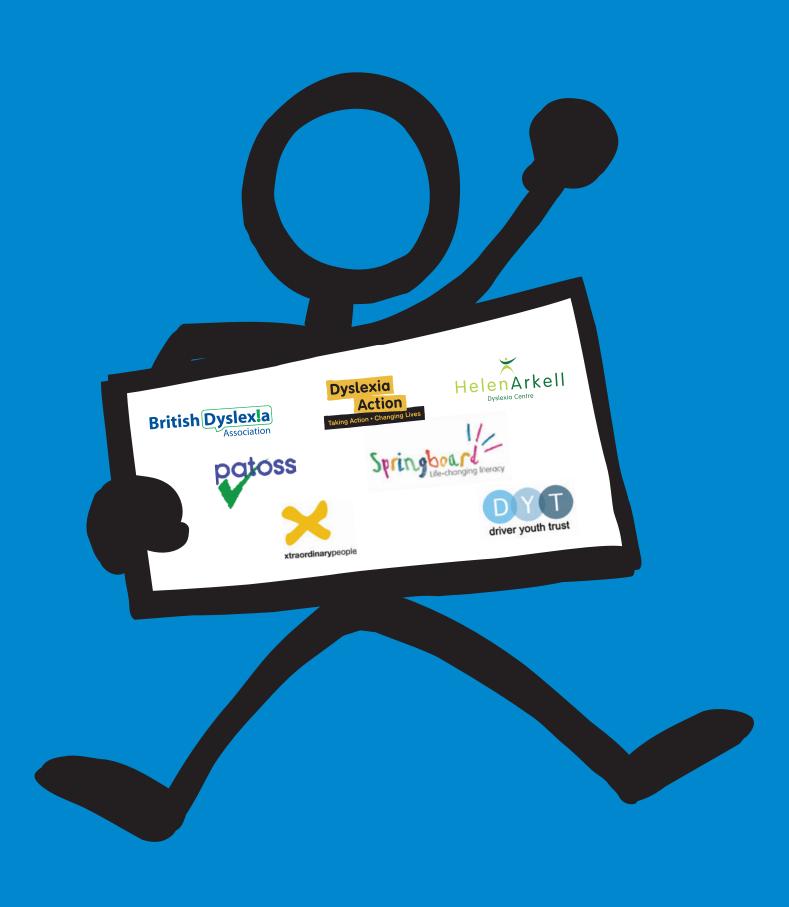


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Who are we?

The Dyslexia-SpLD Trust (Trust) is a collaboration of organisations working to improve the lives of children and young people with dyslexia and specific learning difficulties (SpLD). The Trust first came together in 2009 and since then we have been working hard to make sure that children and young people with dyslexia and SpLD receive the right support to reach their potential.

Since 2009 the Trust has been funded by the Department for Education to improve the knowledge, understanding and practice of people affecting the lives of children and young people with dyslexia / SpLD.



Why are we here?

feel...

"Frustrated sometimes. but creatively blessed at others" 1

% makes me fee/...
"Deta "Determined to continue to campaign for dyslexia friendly schools and early identification plus correct teaching so that children are not made to think they are stupid"

& times I feel... "Frustrated & unconfident, but I have a group of friends who do not judge me but help me with my confidence. I am the creative one who thinks outside the box. They understand spelling and writing isn't my strong point, so they do not judge they help which then helps with my confidence. A good group of friends and family who support you rather than judge will help you in the long run"

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

A good indication of the severity and persistence of dyslexia difficulties can be gained by examining how the individual responds or has responded to well-founded intervention².

The 2014 Code of Practice from the Department for Education³ says Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Throughout this report we use children and young people with dyslexia / SpLD to mean all those who find learning difficult because of these issues whether formally identified or not.

Quotes from the British Dyslexia Association's Facebook page

The Rose Report 2009, Pg 29. - Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties

³ SEND Code of Practice 0 to 25 years - www.gov.uk/government/publications/send-code-of-practice-0-to-25

Evidence⁴ shows that individuals with dyslexia and literacy difficulties are currently over represented in all areas of poverty and disadvantage.

In practice three⁵ children in the average class and an estimated 1.2 million children⁶ in the UK are likely to have dyslexia.

Children need everyone around them to:

- know how to recognise dyslexia and other difficulties,
- understand and put in place the practical help children may need in order to learn.
- · know where to go for more information and
- have the skills and expertise to deliver high quality teaching and support.

Unfortunately too many children and young people with dyslexia / SpLD do not have their needs identified or are not supported well enough. For example Special Educational Needs (SEN) training is not compulsory in Initial Teacher Training (ITT) or in continuing professional development so teachers must be trained to recognise a specific learning difficulty, support and swiftly signpost to more specialist services.

Parents⁷ may not know about dyslexia or SpLD. They may not know how to help their child and they need to know where to go for information and advice.

Young people with dyslexia / SpLD are also over represented in the Youth Justice system and need people to recognise and take action to address their difficulties.

⁴ Dyslexia Still Matters (2012); See: www.dyslexiaaction.org.uk/files/dyslexiaaction/dyslexia_still_matters.pdf

Pennington, B.F. (1990) shows dyslexia prevalence from 15% to 3% whilst Lerner (1989) rates prevalence at 5-10%; Educational Interventions in Learning Disabilities; therefore approx.10% with 5% having more severe difficulties.

Oyslexia and Literacy Difficulties: Policy and Practice Review; See www.thedyslexia-spldtrust.org.uk/media/downloads/inline/dyslexia-and-literacy-difficulties-policy-and-practice-review.1381764954.pdf

We use parents to mean all those with caring responsibilities for children and young people including parents, carers and extended family.



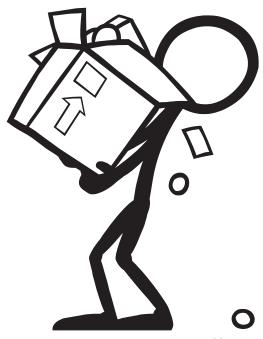


In March 2013 we set out to help children and young people with dyslexia / SpLD reach their potential by improving the support and services children receive at every stage of their development.

Specifically between April 2013 and March 2015 we set out to make sure

- more people in education know how to recognise dyslexia / SpLD,
- more people in education have the right knowledge and skills to help the children and young people they are teaching,
- more schools understand and are able to meet the needs of children and young people with dyslexia,
- more parents know about and are using the Trust's easy to use website for information and support,
- more people working in the youth justice system recognise that some young people will need more support and how to give it.

In this report you will read about the difference the Trust has made over the last 2 years. We will look at each project in turn, sharing what we did, the difference we made and what remains to be done. If you would like more information on anything in this report please contact info@thedyslexia-spldtrust.org.uk



What have we achieved?

Between April 2013 and March 2015 we have reached out to over

100,000 people



34,588 people

have improved knowledge and skills because of training we have delivered.

77,827 people

have more information through accessing online or hard copy resources.

30,509 visitors

to www.thedyslexia-spldtrust.org.uk since April 2013.



We know that we have made a big difference to the skills, knowledge and understanding of those people affecting the lives of children and young people with dyslexia / SpLD. We are sure that the legacy this project has created will continue for years to come.

Thank you to everyone who has made the work so successful.

Project 1:

Guidance to support schools and local authorities to implement the SEND reforms for children and young people with dyslexia / SpLD



The new Code of Practice for Special Educational Needs and Disability (SEND) 0-25 was introduced in 2014. As a result school staff must be able to identify children who need additional support as well as provide the support and interventions they need to make good progress.

School leaders must be able to find out quickly what good practice looks like, how to put it into action in their schools and how to capture evidence of good practice.

The Guidance achieves this by

- sharing information about the SEND reforms,
- providing examples of how schools and local authorities can work to implement these reforms and
- increasing teachers' confidence in meeting the needs of pupils with dyslexia / SpLD by giving them clear messages about what the research is telling us works well.

What did we do?

The Guidance is an interactive PDF consisting of 142 slides. It is downloadable on the Trust website <u>Guidance Download</u> and available on the NASEN SEND Gateway <u>www.sendgateway.org.uk</u>

The Guidance drew from an Expert Reference Group and a professional panel of SENCOs. It has four key areas:

- **1 Effective Practice** sharing research and practice including 'What Works', key messages from OFSTED, The Sutton Trust and other prominent experts in the field.
- 2 The Funding Reforms showing how schools can effectively deploy their budgets to ensure maximum impact for those with SEND.
- The Graduated Approach outlining the four key elements of a comprehensive graduated approach.
- 4 The Local Offer with examples of different approaches that schools have taken to making good provision for children and young people with dyslexia and SpLD.

In response to feedback a presentation for Governors was also added to the content.

The Guidance also contains

- 11 activities for schools to carry out to help them identify priorities for action,
- 24 additional resources which schools can download and use as checklists, presentations for training sessions and exemplars,
- 12 case studies with examples of universal, targeted and specialist approaches that have worked well for schools,
- inks to an extensive range of freely downloadable resources from partners sites including NASEN, The Autism Education Trust, The Communication Trust, The Dyslexia-SpLD Trust and its partner organisations, Achievement for All, I CAN and the Education Endowment Foundation.

At the time of writing over 17,000 individuals have viewed and / or downloaded the Guidance from the Trust website. We have hosted webinars, workshops, presentations and delivered personalised training sessions.



Project 1 We have also worked with and trained...

ocal Authorities

2
7



Signature Champions

Champions

Qeople face to face

850

Leaching Schools

20

17

Project 1 What difference did we make?

We know that

- Over 70% of survey respondents rated the training as good or excellent.
- 60% of survey respondents committed to implementing aspects of good practice within their organisations.

Some of the feedback...

"Thank you so much for this document, it's brilliant and has arrived just at the time when our SEND team is starting to discuss the reforms, local offer and IDFS."

Secondary SENCO

"...it is a fabulous resource. I just hope there is a strong take up and people use it widely. They certainly should!"

Education Professional

Using the Guidance to implement a Graduated Response

Three SENCOs from a local cluster of schools set out to examine their support for those with SEN and to share good practice in response to the SEND Reforms. A consultant from the Trust supported the cluster group by demonstrating the Guidance.

During the discussion that followed, it emerged that all of the SENCOs wanted to find out what their teachers' understanding of Quality First Teaching (QFT) was and what approaches they were using within QFT to support those with literacy difficulties. They then wanted to pool some non-negotiable differentiation actions that all staff should use before they came to ask the SENCO for further strategies and provision.

All the schools carried out an activity from the Guidance to see what they could learn about teachers' understanding and practice of QFT Activity 6, pg.89

The cluster learnt that many teachers were able to express more readily the adjustments that they made for writing than they were for reading and/or spelling.

"This activity really challenged staff's understanding of what was Wave 1. Many staff said...well they go out with the TA...to which I responded, No what do you do? Initially staff were floundering to answer this question but when I encouraged them by saying but you are doing something right... the results show this...they began to be more reflective. The Head and I discussed this and we agreed that staff are not used to being reflective and we are going to build in more opportunities for this from now on."

Education Professional

"Reading is pushed a lot – It's not that we're not doing it right, we're just not good at identifying what we do well. So how do we explain to a new member of staff?...Our cohort is changing rapidly and we are going to expand next year...so we need to get better at identifying what we do well."

Education Professional

Interestingly, many staff did not value enough the impact that their QFT had on the progress of children with dyslexia / SpLD and seemed to think that it was only the interventions that would make the difference.

As a result of the process one of the schools will continue to refine their checklist for a' Dyslexia Friendly' classroom using the '4 Key Aspects' outlined in the Guidance and the British Dyslexia Association (BDA) style guide.

In another school the phase leaders will refresh expectations of what we expect to see in every classroom to ensure that the environment is as communication, autism and dyslexia friendly as possible, using resources from the Guidance.

The third school is going to do more to recognise and make explicit those 'tiny little adjustments and decisions' that teachers make every day, build these into a toolkit for quality first teaching and encourage discussion about why these adjustments make a difference.



Link: School funding reforms, Activity Pg.89

Project 2:

Literacy and Dyslexia-SpLD Professional Development Framework (The Framework)

The literacy and Dyslexia-SpLD Professional Development Framework



Stages	Type of Support	Professional Roles
Stage 1	Universal	All staff teaching and supporting learners in all levels of educational setting
Stage 2	Targeted	Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. Practitioners in specialist settings
Stage 3	Targeted Strategic	Higher Level Teaching/Special Assistant in all settings SEN Teacher SENCo Teacher in main stream seeking to specialise in dyslexia/SpLD CPD leader for teaching schools
Stage 4	Specialist	Dyslexia/SpLD Specialist Teacher Dyslexia/SpLD Advisory Teacher Specialist Teacher Assessor
Stage 5*	Specialist Complex	Specialist Teacher Assessor Dyslexia/SpLD Advisor Dyslexia/SpLD Trainer

In the average classroom, at least 3 children will have dyslexia. It is critical that everyone in education has the knowledge, skills and understanding they need to teach and support children with dyslexia.

The Framework gives teachers, education leaders and support staff the information they need to make sure that children with dyslexia reach their potential.

What did we do?

The free, open, web-based Framework was initially developed by a wide group of stakeholders in 2010-11.

At its core is a self-assessment tool producing a personalised 'gap-analysis' report highlighting areas of development related to literacy, dyslexia and Specific Learning Difficulties [SpLD].

Individuals use the tool to prioritise and shape their personal learning, using the report's suggestions for next steps, teaching resources and other materials.

Leadership teams and Initial Teacher Training (ITT) providers use the tool and accompanying Teacher Development Handbook to

- Set team-based professional development including for example designing an INSET for a school.
- Support other schools with a bespoke approach to their teacher development needs.
- Add value to ITT activities, including benchmarking student progress and for structuring assignments.
- Guide strategic planning for school improvement for learners with literacy difficulties.
- Structure the professional development of specialist teachers.
- Evidence the impact of training activities.

Project 2 Our aim has been to provide training and implementation guidance to ensure the widespread use of The Framework.

Since 2012 when the guide was launched

- 21,403 people used www.framework.thedyslexia-spldtrust.org.uk
- 1,851 people registered on one of the 6 strands on the website.
- 33,280 people were trained in using The Framework including
 - 900 staff through 30 teaching schools and academies,
 - 250 people in 20 SEND pathfinder authorities,
 - 2,705 people in 50 Initial Teacher Training providers and
 - 7,000 people in National Training Providers including Teach First.

Some of the feedback...

"This is an excellent resource. What I like about it is that it can be used effectively in a variety of ways and with all Stakeholders."

Bexley Local Authority

"Insight into a wealth of resources for effective CPD on Dyslexia. Superb to have the resources brought together in a single framework. Really useful."

"A huge range of useful information and activities to support learners and develop teachers."

Mountsbay Academy

"Excellent method of delivering training, but also empowering staff to take ownership of their own learning."

Woodgreen Academy

"Very comprehensive and superbly differentiated. I am delighted that the materials enable us to target the essentials for all staff in improving Wave 1 or quality universal provision. However, for those staff who are delivering interventions, it is very useful to have training which is increasingly specialised on offer as well."

Academy Partner

Project 2 Greenwood Dale Academies Trust

With support from the project, Greenwood Dale Academies Trust started their programme with an introduction to the SENCOs in their network. SENCOs submitted and reviewed action plans based on their application of The Framework and coordinators met regularly to manage the project. The group set up regular monitoring of 'change in practice' with a full review after a year.

Ideas they generated included

- an introductory general INSET for Dyslexia and the Framework,
- identifying and sharing good practice and
- using a combination of staff meetings, INSET and personalised learning both formally and informally.

Since April 2013 training on the Framework has been delivered to 30 teaching schools or school clusters and academies, 50 Initial Teacher Training (ITT) providers and 5 Pathfinder Local Authorities. In addition Achievement for All is launching a Framework Teacher Development module on its network for all participating schools.

The project also trained 11 ITT providers in dyslexia awareness and The Framework over a wide geographical area. The 690 delegates were a mix of students and course leaders and the 11 Training Providers went on to work with over 2619 teachers and over 286 schools.



Project 2 What difference did we make?

Before the ITT training, students were asked for their knowledge of dyslexia and how to spot it in the classroom. When the training finished we used a Likert Scale of 1-7 to see if their knowledge had improved where 1 was the least confident and 7 the most.

Before training 70% of students had little confidence in their ability to identify a child with dyslexia in a classroom setting and 87% didn't feel at all confident about using screening methods to identify a child with dyslexia. 72% said they lacked confidence in teaching a child with dyslexia and 81% were unsure of when to signpost a child for further assessment.

After training 76% felt confident or very confident that they could identify a child with dyslexia and 50% felt assured about the use of a screening tool. 65% felt more confident in their teaching skills for a child with dyslexia and 61% were much more confident in their referral skills.

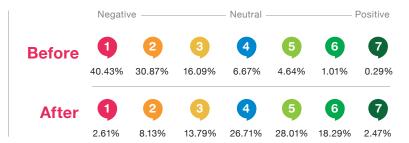
The following illustrations show the improvements made to knowledge and confidence about dyslexia after the training.

Negative -Neutral -Positive **Question 1** How confident do 4 6 **Before** you feel about your 8.99% 33.19% 27.10% 17.39% 9.57% 3.33% 0.43% knowledge of how to spot a dyslexic child 4 5 6 7 **After** in the classroom? 0.00% 1.31% 15.70% 40.70% 31.54% 3.78% 0.43% 3.33% 8.99% 15.70% **Before** After 1.31% 17.39% 3.78%

Figure 1 Improving knowledge of how to spot a dyslexic child in the classroom: before 13% had good knowledge and after 76%.

Question 2

How confident do you feel about your use of screening methods for a dyslexic child in the classroom?



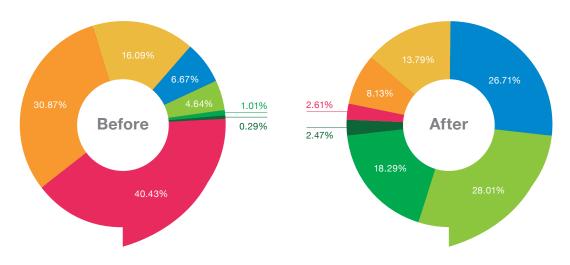
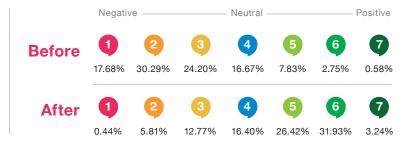


Figure 2 Improving confidence in using screening methods for a dyslexic child in the classroom

Question 3

How confident do you feel about your knowledge of how to teach a dyslexic child in the classroom?



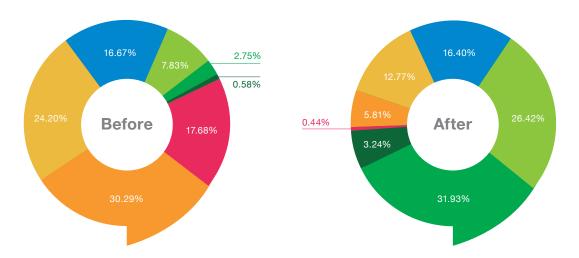
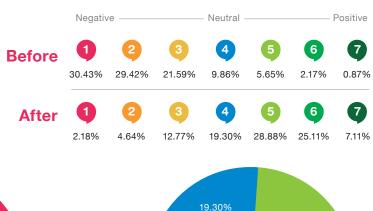


Figure 3 Improving knowledge of how to teach a dyslexic child in the classroom.

Question 4

How confident do you feel about your knowledge of when to signpost for further assessment?



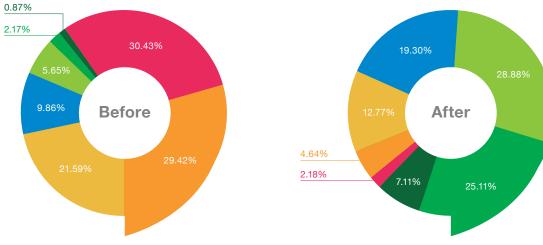


Figure 4
Improving knowledge of when to signpost for further assessment.

When asked what they would change in their teaching trainees said

- Use different resources to support individuals where necessary.
- Not be frustrated when children cannot read a word they have already read on the same page.
- Don't give more than 2 instructions at once.
- Use of colour to assist with handwriting.
- Put into practise teaching approaches.
- Colour to improve handwriting.
- Be confident to express my concerns rather than "suspecting".

One overarching theme is the ability of the Framework to evidence improved knowledge as a result of teacher development activities:

"As a comprehensive system of benchmarks, enabling practitioners and their groups to measure their knowledge, understanding and confidence at different points in their professional development journeys (e.g. Before and after their engagement with the training programme), it is obviously an important asset."

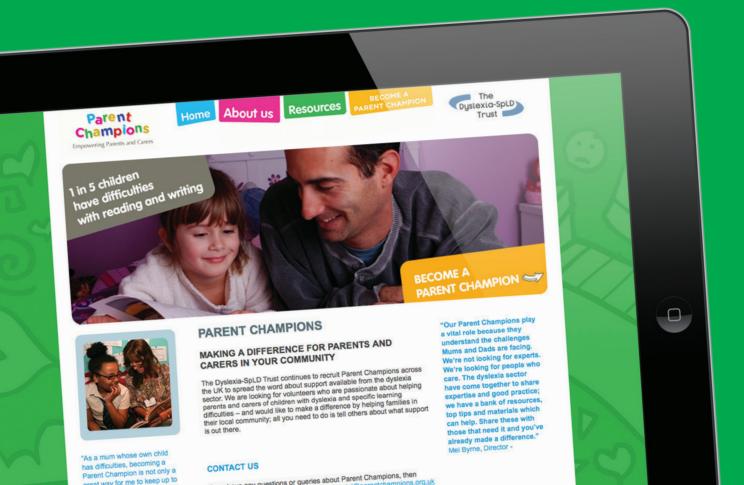
Dyslexia-SpLD Trust External Evaluation Report 2014 By CUREE (Centre for the Use of Research and Evidence in Education)

Project 3:

Parent Champions

"After we found out that E had dyslexia we wanted to sit down and talk with him about what dyslexia was, what that meant and how he felt. Like many parents and carers in this situation, we felt completely overwhelmed by the whole experience, not really knowing where to start. We felt isolated, stressed and in need of reliable information, resources and support."

Parent Champion



It is obvious that children with dyslexia / SPLD need practical and emotional help from their parents. However, to give that help, parents themselves need information to make decisions about education and to support their children.

<u>www.parentchampions.org.uk</u> is a single, user-friendly portal for information about dyslexia and other forms of SpLD. The site is built on the foundations of the previous Empowering Parents and Carers project and the Parent Champion initiative.

What did we do?

We listened to what parents wanted through focus groups, feedback, stakeholder reviews, a 'Top Stresses' survey and parent conferences reports.

Parents told us they needed better information to

- make sense of the choices available and
- · improve the home-school link.

As a result we

- Created an improved single information portal reaching 11,913 people www.parentchampions.org.uk
- Distributed quarterly newsletters, Facebook group and Twitter updates focused on the issues parents told us were most important.
- Tripled the number of Parent Champions to 511.
- Created 2 new resources: a Parent Champion factsheet and a map of local support.

Empowering Parents and Carers, www.thedyslexia-spldtrust.org.uk/3/our-work/23/our-work-in-2011-2013/

Project 3 What difference did we make?

Since the start of the project, **12,303** people have visited www.parentchampions.org.uk **8,035** of these were unique visitors and **3,869** returning. We have also reached out to parents through Facebook and Twitter.

There are now **517 Parent Champions**, parent volunteers who spread the word in their local community about the support that's available.

The parent network captured valuable and direct 'real-time' feedback from parents of children with specific learning difficulties and dyslexia on how the SEND changes were impacting on their children's education, support and well-being; giving this feedback directly to government.





Working with parents:Cornwall Dyslexia Service

In 2013 Cornwall's annual Dyslexia Conference focused on working with parents including launching the Parent Champion initiative. With support from this project Cornwall parents, students and schools joined together to write a secondary version of the parent information booklet, Understanding Dyslexia.

The booklet was launched in November 2013 to over 100 people including parents, teachers, SENCOs and school leaders. Since then 5,000 booklets have been distributed.

"As an authority we were very proud to create such a positive and useful document ...the young people themselves got a lot out of the experience, as well as being a great role model for other young people."

Jane Trapmore, SpLD Lead Cornwall County Council.

"I think the work you do is wonderful. Above all I feel that the boosting to self-esteem is so important."

Parent

"I think this website should always be recommended when people call the centre for advice. I do find it really good, clear, and I expect I will use it a lot."

Parent





Project 4:

Youth Justice Project

"Dyslexia must no longer be a cause for caution and uncertainly – rather it should be an educational need that requires a tailored teaching method to allow dyslexics to thrive."

Lord Storey

Project 4

Specific reading difficulties, such as dyslexia, are significantly more common in young people who offend, with research studies suggesting a prevalence of between 43 and 57%, compared to around 10% of the general population.

This project set out to improve the effectiveness of the Youth Justice system for young people with dyslexia and specific learning difficulties by working in partnership with Youth Justice professionals to

- improve their knowledge and understanding of the needs of young people with dyslexia and how best to meet those needs,
- trial activities which improve the experience of young people within the youth justice system.

What did we do?

The Youth Justice project

- Trained 655 people in 27 Youth Offending Teams (YOT) in England.
- Created new information and resources including:
 - Dyslexia Alert Cards tested by 200 people
 - Youth Offending Team Concern Checklist and Handbook used in training
 - A range of webinars including on topics such as working memory, Attention Deficit Hyperactivity Disorder/ADHD,
 Visual Dyslexia and SEND reforms reaching 579 people and now available on the British Dyslexia Association website.
- Hosted over 100 people at the annual conference with representatives from 20 Youth Offending Teams.
- Provided a cascading training package on dyslexia awareness and practical actions, so that YOT staff could use this within their YOT teams.
- Worked with a wide range of partners including representatives from The Communications Trust, Widget, Shannon Trust, Youth Justice Board and Liverpool YOT.

Nobody Made the Connection' Report of Children's Commissioner, England, October, 2012

Project 4 What difference did we make?

Before the training 38% disagreed with the statement that they were confident about supporting a young person with dyslexia.

After the training 88% were confident or very confident to support a young person with dyslexia.

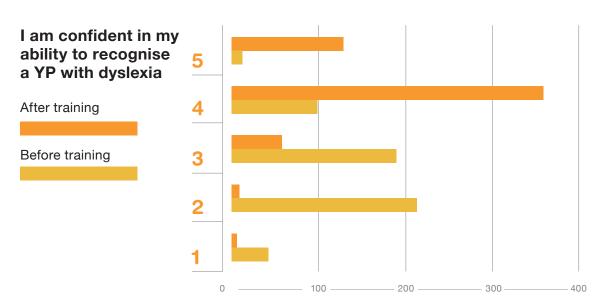


Figure 5
The impact of training on confidence to recognise a young person with dyslexia pre and post training: 1 = not confident and 5 = very confident.

"Excellent! An excellent session - thank you! This will be an integral part of our work over the next 12 months!"

Youth Justice Professional

<u>Project 4</u> Youth Offending teams also committed to a range of practical actions to improve their services including

- checking understanding by asking more questions,
- changing colours of hand-out sheets,
- using BDA style guidelines (re. making written communications dyslexia friendly),
- being aware of key dyslexia friendly practices,
- · having available a dyslexia screening checklist,
- changing the background colour of computers as appropriate.

When asked what they wanted to do next as a result of the training the most popular request was for additional training and further training in screening was particularly requested.

As a result of the training "all YOS (youth offending service staff) will have awareness of dyslexia and all young people and as part of their induction we will explore learning needs which may result in screening for dyslexia".

During the project the Dyslexia Alert Cards were produced and piloted. The cards are pocket sized and can be used by young people to share the difficulties they experience with the professionals they meet. Of the 100 evaluations we received, 88% felt the card was either very useful or useful in certain situations.

"Simple but effective without being patronising."

Youth Justice Professional

"The card is helpful for people who have dyslexia and gives helpful tips to others to ensure they are treated fairly and language appropriately directed."

Youth Justice Professional

Dyslexia Day: Cheshire West Youth Offending Team

The Cheshire West Youth Offending team is an amalgamation of Cheshire West, Warrington and Halton teams. The team covers a broad geographical area and supports around 300 children and young people at any one time.

The team manager brought the whole team together for a day to review and explore improvements to their practice. A Dyslexia Mentor from Liverpool Youth Offending Team supported the day together with a project lead from the Dyslexia-SpLD Trust.

Interactive sessions took the group through activities which highlighted the challenges faced by those with dyslexia / SpLD and the importance of addressing their needs. The team heard more information about Dyslexia Friendly Practice and the service's commitment to meeting the needs of young people with dyslexia.

The team aim to achieve the Dyslexia Friendly award in 2015.



Learning from each other: County Durham fact finding visit to Liverpool

Sarah, a Practice Improvement Officer from County Durham's Youth Offending Service, visited Liverpool Youth Offending Team in order to observe first-hand good practice in action. Sarah took back ideas, information and tips including:

- Communicating effectively
 - Standard letters and in-house communication
 - Using coloured paper and coloured overlays
- Information recording
 - Making sure dyslexia is recorded so other people can access the details they need
 - Contacting schools and the court team with information
- Screening: using LUCID computer based dyslexia screener

After the visit Sarah made contact with other teams in the area and created a small team in her service, tasked with implementing the screening tools and evaluating the results.

What have we learnt?

Before training most YOT staff lacked confidence in their ability to support a young person with dyslexia even though there was wide acknowledgement that they have many dyslexic individuals in their cohort and a wish to learn more.

The knowledge gained was, crucially, turned into positive action, making a real difference on the ground. Liverpool YOT achieved the Dyslexia Friendly Quality Mark and was the first service in England to achieve this whole organisation standard. Other YOT teams are now keen to follow in their footsteps and as an off shoot of the project, the first prison in England is now seeking to go through the Dyslexia Friendly process.

What else have we achieved?

"Deeply rooted in its ways of working and product development approaches since it started is the extent to which Trust staff engage relevant stakeholders in consultation about and co-construction of its products and services. This is impressive. All the available evidence signalled how deeply stakeholders expect and need to gather feedback for the Trust."

Independent Evaluation Report, CUREE, 2013

Working with other organisations is essential to the values and effectiveness of the Dyslexia-SpLD Trust (Trust). We worked with experts in the field and others who share a common interest in improving outcomes for children and young people with special educational needs and disabilities (SEND).

For example each of our projects has an expert reference group made up of Trust members and others with specific expertise in that project field.

The Trust is also named in the SEND Reform Implementation Plan, is a member of the SEND Support Advisory Group and is named and is referenced in the 2014 SEND Code of Practice 0-25.

We have also used our knowledge and understanding of education and the needs of children and young people with dyslexia / SpLD to respond to over 30 official consultations from 2013 to 2015.

At the time of the Rose review it was acknowledged that mainstream teachers and support staff needed more confidence in and training to better support SEN. Sir Jim Rose's recommendations called for "clear guidance for parents and schools on the policy and purpose of interventions."

It should explain

"How effective interventions, for all school age groups, are to be made available for children with literacy and dyslexic difficulties, and how children's progress will be monitored.....The guidance should be placed on an interactive website covering literacy and dyslexic difficulties..."

The Interventions for
Literacy resource site www.
www.
interventionsforliteracy.org.uk/ was
developed in response. Greg Brooks'
"What works for pupils with literacy
difficulties" forms the core of this
interactive, navigable tool and the
supplementary case studies
www.interventionsforliteracy.org.uk/case-studies
illustrating good
practice in the context of different
settings provide this additional
practical support.

The downloadable factsheets www.interventionsforliteracy.org.uk/parents also provide information for parents and schools on what they should expect, how to approach their schools for support and how teachers can seek additional support for those children with more persistent difficulties.

They have recently been updated in line with new legislation and the SEND Code of Practice 0 to 25 years (2014). It is widely used by teachers and parents with over 6,600 unique visitors every month, making 64,677 last year alone and 129,436 since April 2013.

What happens next?



This project has clearly had a significant and lasting impact on the support that children and young people with dyslexia / SpLD receive. However, more remains to be done.

Every year thousands of children and young people struggle with their literacy. Our ongoing challenge is to ensure these vital resources are easily and immediately available when parents and teachers need their help.

All the resources were designed to be sustainable but we know that those working in education have limited time and we must continue to guide all who would benefit towards the resources, continuing to demonstrate their importance and usefulness. We must also continue to make sure the content is up to date and relevant depending on any future changes.

Throughout the project we have also received more requests for direct training and support.

For example:

- Screening of Young People on entry to the YOT system was seen as valuable, and more YOT teams nationally would benefit from this.
- More in depth training, particularly around screening and embedding dyslexic friendly practices in YOT teams nationwide should be provided to better support dyslexic young people within the Youth Offending system.

We will continue to focus on helping children and young people with dyslexia / SpLD reach their potential by improving the support and services children receive at every stage of their development by focusing on:

- Ensuring that more face to face, on-line and blended training for schools and local authorities is provided to ensure all practitioners access the evidencebased resources from the Trust.
- Using models of good practice where local authorities and schools work effectively with parents are replicated in other areas of the country.



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