



Swindon

Dyslexia - Specific Learning Difficulties
Service

Swindon Dyslexia – SpLD Service

Local Offer July 2016

Millbrook Primary School

Worsley Road, Freshbrook, Swindon, SN5 8NU

Contact Details

| Millbrook Business Manager | Availability Term Time 08.30 – 15.30 | Phone | Email |
|----------------------------|---|-------------------------|--|
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| Advisory Teachers | Availability Term Time 08.30 – 16.00 | Phone | Email |
|-------------------|---|--------------|--|
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| Website | http://www.dyslexiafriendlyswindon.org.uk | | |

Types of Provision: Education Support

Advisory Service to support educational establishments within Swindon Borough Council to improve inclusive opportunities and educational outcomes for children by ensuring:

- a) that children and young people with SpLD/Dyslexia and their families within Swindon Borough Council
 - have their needs assessed and identified as early as possible
 - receive, directly or indirectly, any necessary specialist input from appropriately qualified personnel
 - are involved in the setting of clear targets that focus on progression and outcomes
- b) that educational establishments within Swindon Borough Council receive / can access the advice and support they require to feel confident and competent in achieving improved outcomes for children and young people with SpLD/Dyslexia

Do you provide Education, Health, or Social Care provision?

The Service provides support in education but is able to recommend that parents contact other services via their GP such as the Optometry Department at Great Western Hospital.

What is the age range of children/young people do you cater for?

The Service supports children and young people within in a school setting.

Specific Learning Difficulties (SpLD)/Dyslexia

Some pupils may have very marked difficulties in reading and writing, spelling or number which are not typical of their general level of ability across the curriculum.

They may quickly gain some skills in some subjects and demonstrate a higher level or ability orally which does not correspond to the difficulty they experience gaining literacy or numeracy skills.

These difficulties are persistent and long term and impact on their performance in some areas of the curriculum.

In accordance with the definition of dyslexia contained in the Rose report, "Identifying and teaching children and young people with dyslexia and literacy difficulties" (Rose, 2009; DCSF) and adopted by the Advisory Service for SpLD/Dyslexia and Swindon Educational Psychology Service, Specific learning difficulties (dyslexia) is associated with marked difficulties in:

- Phonological awareness
- Verbal (short-term auditory) memory
- Verbal processing speed

There may also be co-occurring difficulties in aspects of:

- Language
- Motor co-ordination/developmental co-ordination difficulties
- Mental calculation
- Concentration
- Personal organisation and planning
- Visual and auditory perception
- Numeracy difficulties (and those related to dyscalculia)

Schools are expected to address a wide range of SpLD through a range of provision available to schools without the need for onward referral to the Advisory Service for SpLD/Dyslexia. This would be based on quality first, inclusive, multi-sensory teaching, followed by small-group or individualised intervention for those with persistent difficulties as part of their graduated approach.

How the pupil responds to provision will also give an indication of the persistence and severity of difficulties. In making a referral, schools are therefore expected to outline intervention undertaken with the pupil, resulting progress and the response to intervention.

Referral Procedure

www.swindondyslexia.co.uk

SENCos use their personalised password to submit a referral via a secure **Portal**. Using the comprehensive User Guide, data is uploaded from the school system. This includes learner strengths (in a variety of settings), progress information and details of the graduated approach, including impact of intervention programmes in order to build a profile of the student's 'learning journey' upon which support can be based. The Portal creates the facility for the Service to work in partnership with schools to monitor pupil progress.

Criteria for Referral

To meet the criteria for a referral to the Advisory Service for SpLD/Dyslexia children or young people do not need to be formally identified as dyslexic or possess an Education, Health Care Plan naming dyslexia as a primary (or secondary) learning need.

They will:

- Be at the 'Additional SEN provision' stage of the SEN Code of Practice,

And:

- Have made **less than expected progress** through the National Curriculum during a reasonable period of planning, evidence based intervention and reviewing (typically, one academic year of monitoring).

The **procedures for parents and carers** accessing the service are as follows:

- The SpLD/Dyslexia Advisory Service will provide general telephone advice to staff or parents/carers of children and young people with SpLD/Dyslexia. Specific advice will only be given where the child or young person is on the active caseload of the SpLD/Dyslexia Advisory Service.
- Parents can request the school to contact the Service.
- The Service will follow up referrals if the eligibility criteria are met.

Is there a cost to your service?

- The Service is free at the point of delivery for Swindon pupils. Additional costs are charged for dyslexia awareness training courses and staff meetings at individual schools.
- All courses are advertised on <http://schoolsonline.swindon.gov.uk>

Multi-Agency Working:

The Advisory Teachers for **Swindon Dyslexia – SpLD Service** works closely with; Advisory Teachers for Visual Impairment, Hearing Impairment, Assistive Technology, Autistic Spectrum Condition and the Advisory Teacher for Physical Disability; SENCOs, School Teachers and School Support Workers.

What adaptations do you make to the curriculum, teaching and the learning environment and access to ancillary aids and assistive technology?

The Service actively promotes the Dyslexia Friendly School Quality Mark, to remove barriers to learning for pupils with dyslexia and literacy difficulties. The service provides schools with Information, advice and support to achieve and maintain their status of a Dyslexia Friendly School.

Dyslexia Friendly School Guidelines are available at: www.swindon.gov.uk/dyslexia

Please refer to Section 1 Becoming a Dyslexia Friendly School

Pupils meeting the criteria, where appropriate, will be referred to the Advisory Teacher for Assistive Technology & Augmentative and Alternative Communication for advice and support.

How the Service assesses and reviews pupils' and students' progress towards outcomes, including how it works with parents and young people in doing so.

Following a school visit the Advisory Teacher will submit a report onto the Portal, this is the same as the Plan, Do and Review (PDR) that was previously written. It outlines the pupil's strengths, targets and additional information regarding suitable strategies to enable progress.

Schools will be requested to download a copy of the report or to make it available to parents via their secure 'Parent Data Platform'. This includes advice on how they can contact the Service if they have any queries. A partnership is formed with the school so that the school will provide information regarding progress made towards the targets; a review date is automatically set to monitor progress.

The views of a sample of parents and pupils are sought annually to inform the Service Development Plan.

How the Service supports pupils and students in moving between phases of education

Prior to transfer, The Service will encourage school staff to:

- Share reports outlining targets and appropriate strategies with the next stage of education.
- Arrange additional visits, where appropriate, for the pupil to the next phase of education
- Invite a member of staff to visit the 'feeder' school to observe the pupil in situ and have informal discussions about strategies and environment that works for the pupil
- Make a personal passport or one page profile with the pupil to capture their views on the strategies and methods of working that helps them to learn.

How the Service enables pupils and students to prepare for adult life so they can go on to achieve good outcomes such as higher education, employment, independent living and participation in the community

As part of the Dyslexia Friendly School Award, staff and pupils are encouraged to view dyslexia as a learning difference, promoting a 'can do' attitude. This helps to maintain a strong focus on raising attainment and achievement leading. Links to successful dyslexics are made during training and when talking to pupils.

How the Service secures expertise among teachers, lecturers or other professionals to support children and young people with SEN. This should include expertise at three levels: awareness, enhanced and specialist?

Inherent in the Dyslexia Friendly School Award is the expectation that schools will undertake whole school training on dyslexia awareness and the promotion of good dyslexia friendly practice. This training is for all staff including the governor for special needs.

Each year the Service runs a four day training course based on the Framework devised by The Specific Learning Difficulty Trust. The training is suitable for teaching assistants and teachers developing a Core Level leading to an Enhanced level of Dyslexia Awareness. Professionals attending the courses are encouraged to disseminate the course content with colleagues in their settings.

The Service runs an annual dyslexia conference.

Enabling children and young people with SEN to have access to facilities and extra-curricular activities that are available to those who use the setting

The Service encourages schools to identify the strengths of its pupils and promote activities that will build upon these strengths and develop further interests.

Support for emotional and social development (to include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)

Training courses include sessions on raising the self-esteem of pupils and students.

During observations and assessments with pupils in schools, there is the opportunity to discuss any concerns the pupils have in a confidential manner.

As part of the DFSQM verification process interviews on the day include informal discussion with parents and pupils. Questions include issues relating to their feelings about the support they receive both from staff and their friends and what they would do if they were bullied.

A selection of Parents / Carers and pupils are given a questionnaire once a year to feedback their views on the Service and to offer suggestions about how they would like provision of the Dyslexia Service in Swindon to improve.

**This Local Offer will be reviewed regularly to reflect any changes
July 2016**