

Dyslexia Outreach

Reflective practice to improve SEN outcomes

Jane McWatt & Odette Read



Dyslexia Outreach

- Two specialist teachers
 - Jane McWatt (south)
 - Odette Read (north)
- A pupil does not need to have a diagnosis of dyslexia to be supported by Dyslexia Outreach.
- Dyslexia Outreach provide advice and guidance for children and young people with cognition and learning needs, including literacy difficulties, maths difficulties, and attention and memory difficulties, irrespective of any formal diagnosis.
- Dyslexia Outreach advice can be accessed by parents, SENDCos, school leaders, teachers, support staff, governors, and other support agencies and organisations.

What parents are telling us...

I went to Parents' Evening and not one of the teachers knew about her dyslexia. I kept being told she needs to focus more and work quicker.

They think her behaviour is choice but are not supporting her learning needs; what is she supposed to do when she just feels so lost in the classroom.

I have never seen her student profile; I don't know what support she is supposed to have.

These strategies were agreed but he tells me that the teachers aren't doing it in class. It says in his report that he shouldn't have to copy from the board but he has to do this every day and he finds it so hard.

It has got to the point now where she doesn't want to go to school because she is so anxious and overwhelmed.

Legislation and Statutory Guidance

**Equality
Act**

2010

**Children and
Families Act**

2014

**Revised
SEND Code
of Practice**

2015

Equality Act 2010

- Schools must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

Children and Families Act 2014

Schools must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes

Revised SEND Code of Practice 2015

Chapter 6

6.2 Every school [...] must:

- use their best endeavours to make sure that a child with SEN gets the support they need

6.3 School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision, as part of their approach to school improvement.

6.4 The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

What the Education Endowment Foundation (EEF) are saying...

“Every school leader is a leader of SEND.”

“We know that pupils with SEND have the greatest need for high quality teaching and that what is good for pupils with SEND is good for all.”

“We must understand individual learning needs and include pupils, parents, colleagues and specialist professionals in our conversations.”

“Teachers can provide the conditions for learning behaviours to develop, by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.”

Tools for supporting improvement



EEF School Leader Reflection Tool

EEF Teacher and Support Assistant Reflection Tools

Dyslexia Outreach Support

EEF School Leader Reflection Tool

Create a positive and supportive environment for all pupils, without exception.

Build ongoing, holistic understanding of your pupils and their needs.

Ensure all pupils have access to high quality teaching.

Compliment high-quality teaching with carefully selected small-group and one-to-one interventions.

Work effectively with teaching assistants (TAs).

EEF – Five a Day

**Explicit
instruction**

**Cognitive and
metacognitive
strategies**


Scaffolding

**Flexible
grouping**

**Using
technology**

EEF Teacher and TA Reflection Tool

REFLECTING ON YOUR PRACTICE Every teacher as a teacher of SEND



The EEF's Evidence Review found evidence that teachers could use 5 'adaptive teaching' strategies to support improving outcomes for pupils with SEND.

Use the questions below to reflect on how consistently you embed these 'Five-a-day' strategies into your current teaching practice.

More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report 'Special Educational Needs in Mainstream Schools'.

<https://eef.li/SEND>



	To what extent do I...	Reflections
1	Explicit instruction	...use clear and succinct language in my teaching, checking pupils' understanding frequently?
		...help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?
		...model how to complete a task before expecting pupils to work independently?
2	Cognitive and metacognitive strategies	...support all pupils to recall previously learned content, before moving on to new content?
		...support pupils to plan, monitor and evaluate their own learning?
		...model the selection of metacognitive strategies e.g. using checklists to monitor their progress?

Dyslexia Outreach Support

Training for whole school:

- Dyslexia Awareness and Strategies
- Memory and Metacognition
- Improving SEND Outcomes

Advice via:

- Email
- Telephone
- Online meeting
- Face to face meeting

Tools to support reflection and practice:

- Dyslexia Outreach Audit – to identify gaps in support
- SpLD Observation Sheets – to support early identification and intervention
- SpLD Strategy Sheets – to support high quality teaching

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EEF Resources

EEF Senior Leader Reflection Tool:

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/SEND_key_questions_tool.pdf?v=1703012131

EEF Teacher Reflection Tool:

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/SEND_Five_a_day_Reflection_document_1.0.pdf

EEF Teaching Assistant Reflection Tool:

https://d2tic4wvo1iusb.cloudfront.net/documents/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1664189090

Effective Parental Engagement:

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SEND.pdf?v=1703011902