

**Dyslexia Action Plan**

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| **Target: to improve provision for children with Dyslexia****Context**: we currently have one student identified with dyslexia and 3 more with elements of dyslexia, but not a definitive diagnosis. This is a low proportion of our SEN Register, but dyslexia is probably under-diagnosed in our school because of other complicating factors, such as poor language skills.We recognise, however, that provision that is good for dyslexic children is good for all children and that it will improve our QFT if teachers and TAs are more aware of strategies for supporting dyslexic children. |
| **Objective** | **What needs doing**  | **Who**  | **When**  | **Resources needed** | **Monitoring /** **Success criteria** |
| To assess staff knowledge about dyslexia and training needs. | Use the Dyslexia-SpLD Professional Development Framework for all staff to assess their current level of knowledge:* Staff meeting in September (led by ANT & HS) for teaching staff to self-assess against all 6 strands.
* TA meeting to self-assess on strands 2, 4 & 5.
* SENDCo to analyse results and plan training as below.
 | Teaching staffANT / HSAll TAsANTANT | Sept. 2013Oct 2013Sept 2013 | Staff meeting time.[www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)Literacy & Dyslexia-SpLD Professional Development FrameworkICT suite access | All teaching staff will have completed the self-assessment on the framework by October half term.SENDCo will have identified areas of highest need.TA self-assessments complete by November & areas of need identified by SENDCo. |
| To ensure all staff have a working knowledge of how to make good provision for children with dyslexia | Staff training to be planned according to needs identified on Framework self - assessment.It will consist of:* 2 staff meetings during the year to cover the areas of highest need (as identified on the self-assessment).
* 3 phase meetings through the year to deal with strands not covered in main meetings – to be attended by groups of staff needing training in that area.
 | ANTANT / HSANT | ?Feb. / Apr?Dec / Mar / June | Staff meeting time.Planning time – ANT.[www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)Literacy & Dyslexia-SpLD Professional Development Framework | Staff will feel more confident in their knowledge and understanding of dyslexia. |
| To implement provision for dyslexic children that enables them to make good progress. | Assess impact of Toe-By-Toe on child with dyslexia. Roll out to other children if effective.Ensure dyslexia-friendly strategies used in MRWO & BRWP (reading interventions).Agree classroom provision with staff at final training meeting (see above) and monitor implementation.SENCo to access resources for classroom provision.Monitor progress of dyslexic children carefully and adjust provision as necessary. | ANTANTANT / SLTANT | July 2013Sep. 2013Sum 2014 | SLT to monitor dyslexia-friendly strategies in lesson observation round in summer term. | Lesson observations will show that teachers are making dyslexia appropriate adaptations to their teaching & classroom provision.Children identified with dyslexia are making good progress. |