

How to...

Navigate the changes in special educational needs and disability (SEND) provision

For parents and carers supporting children affected by literacy difficulties including dyslexia.

www.dyslexiaaction.org.uk

**Dyslexia
Action**

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Introduction

Dyslexia Action's parents' guide is designed to help you understand the changes to special educational needs and disability (SEND) provision that are being introduced in England from September 2014 and what this will mean for you and your child.



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How to use this guide

This guide is interactive, which means that there are links to external resources throughout the guide and that you can navigate the guide easily by clicking on any text on this contents page, or by clicking on the four tabs that run down the right-hand-side of the guide.

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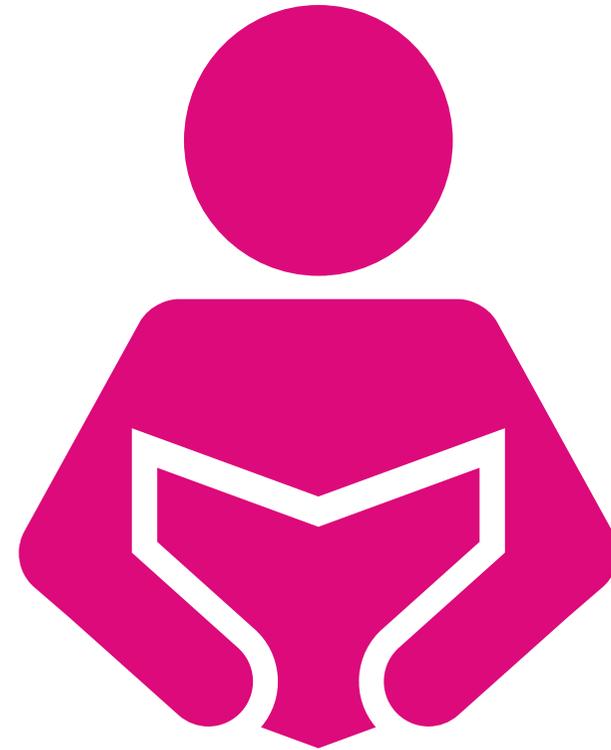
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What is changing?

What is changing in relation to special educational needs and disability (SEND)?

The SEND Code of Practice: 0 to 25 years is new statutory guidance that organisations in England, including schools and colleges, have a duty to follow (due to be approved by Parliament, July 2014). It relates to Part 3 of the Children and Families Act (2014) and its associated regulations.



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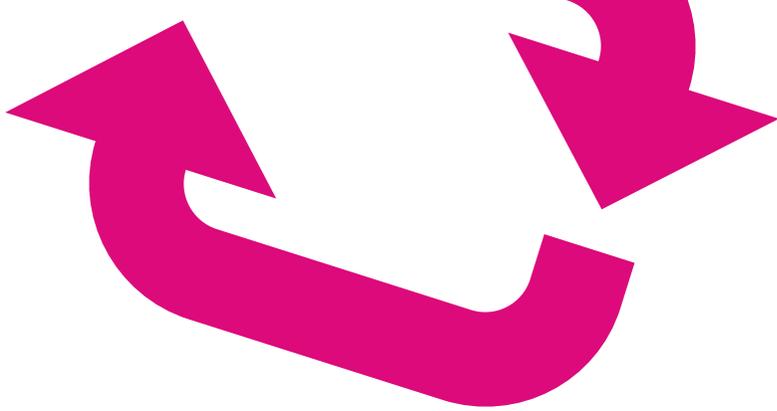
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The changes

-  **Improved co-operation between councils and health services** to make sure education, health and care services for children and young people with special educational needs and disabilities are jointly planned and commissioned.
-  **Education, Health and Care (EHC) Plan** for 0-25-year-olds to replace special educational needs statements and learning difficulty assessments, which will set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.
-  **All local authorities 'must' provide children and young people with special educational needs (SEN) and/or disabilities and parents with information and advice** about matters relating to their SEN or disabilities, health and social care. This support should be provided through an **Information, Advice and Support Service** which should be impartial, confidential and accessible. The local authority 'must take steps to make these services known to children, their parents and young people'.

-  **Local authorities are to publish a 'Local Offer'** showing the support available to all children and young people (aged 0-25) with special educational needs and disabilities in the area. This will mean greater transparency so that children, young people and families will know what help they can get.
-  **Schools and colleges will** also have to publish information about what support they have available for children and young people (aged 0-25) with special educational needs and disabilities, otherwise known as the **'School Offer'**.
-  **Mediation** will give children and young people the right to appeal if they are unhappy with their support.
-  **Children and young people** with an Education Health and Care Plan will have a new **legal right to express a preference** for state academies, free schools and further education colleges (previously limited to maintained mainstream and special schools).

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What is a Local Offer?

A Local Offer will be an information service, published by the local authority, detailing special educational needs and disability provision locally and nationally. The service will be essentially web-based, but the local authority must publish its arrangements to enable people to have access to the Local Offer if they are without internet access.

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What should I expect to see in my Local Offer?

The Local Offer will show the available services and support for children and young people (aged 0-25) with special educational needs and disabilities in the area and elsewhere.

Helpful information you could expect to see:

Internal Support

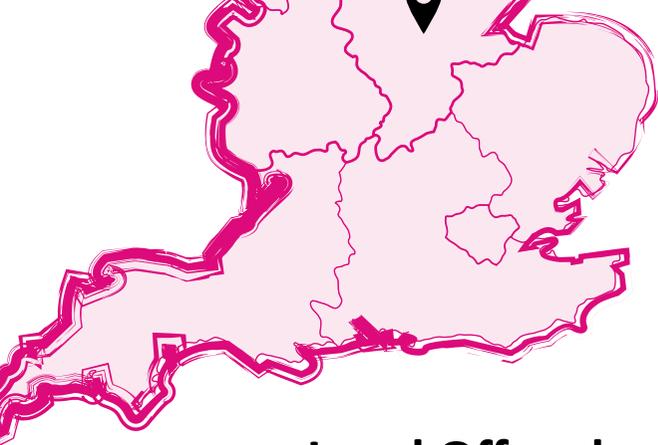
- Information about schools' dyslexia provision e.g. if they have a dyslexia quality kite mark which shows evidence of their dyslexia-friendly practices and commitment to inclusive practices.
- Whether the school has teachers with specialist teacher status or training, a Postgraduate Certificate or Diploma in Dyslexia and Literacy, or a British Sign Language (BSL) qualification.
- Schools may engage with the [Literacy and Dyslexia-SpLD Professional Development Framework](#), a free, easy to use online tool that provides information needed across the education workforce, to support learners with dyslexia.

External Support

Information about additional authority-wide support and advice available from the voluntary, private and independent sectors. Examples should include: local and national organisations such as Dyslexia Action, whose specialist teachers and support centres provide additional help to children, young people and their families with specific learning difficulties including dyslexia; and [CReSTeD – the Council for the Registration of Schools Teaching Dyslexic Pupils](#) - which categorises the levels of provision within schools to help match them to the level of pupil need.

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Local Offer checklist:

- Details of how parents and young people can request an assessment for an Education, Health and Care Plan.
- Comments concerning the Local Offer, including quality of existing provision, must be published at least annually.
- Arrangements for notifying parents and young people of their right to appeal to a Tribunal against a decision of the local authority not to issue an Education, Health and Care Plan.
- To see what else should be in your Local Offer see pages 55-66 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years.



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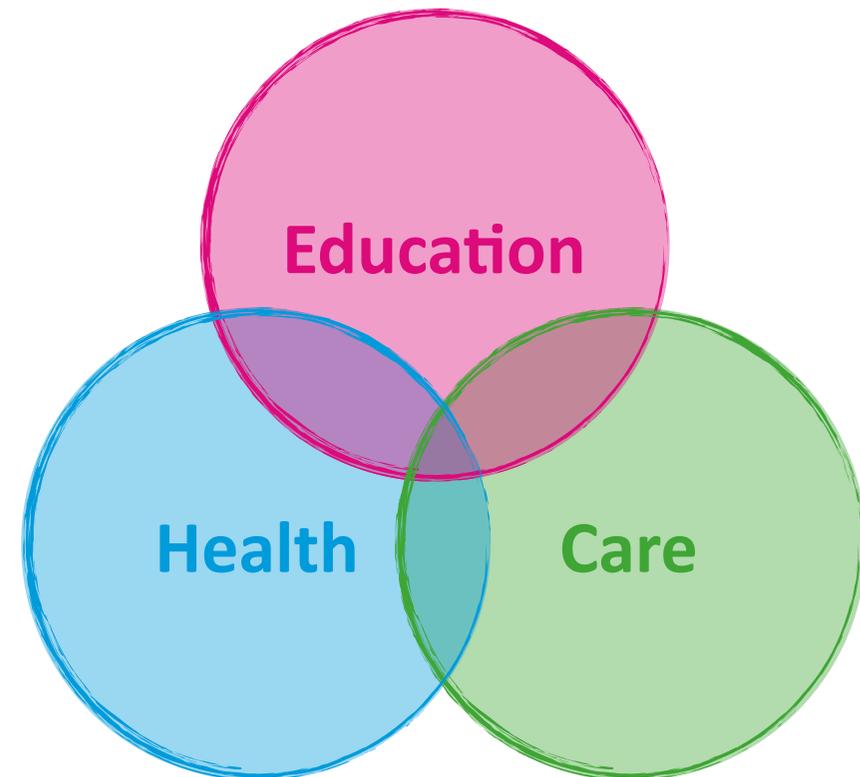


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What is an Education, Health and Care (EHC) Plan?

The **E**ducation, **H**ealth and **C**are Plan aims to ensure services for each individual work closer together to provide coordinated support across all areas of a child or young person's life. An Education, Health and Care Plan details the education, health and social care support that is to be provided to a child or young person who has a special educational need or disability. It is drawn up by the local authority after an Education, Health and Care Needs Assessment of the child or young person has determined that a Plan is necessary, and after consultation with relevant partner agencies.



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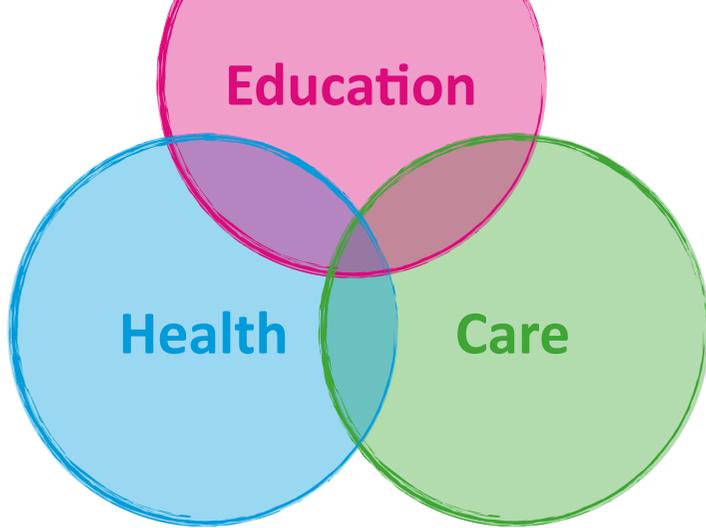
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Should my child have an Education, Health and Care Plan?

If a child has severe dyslexia and is not making progress despite high quality teaching and a well delivered evidence based intervention, then he/she should be entitled to an Education, Health and Care assessment which may lead to an Education, Health and Care Plan (or a more personalised support plan) in school. The legal test of when a child or young person requires an Education, Health and Care Plan remains the same as that for a statement under the Education Act 1996.

Any Special Educational Needs Statement is likely to be replaced with a Plan at your child's next transitional point. For example: when moving from KS1 to KS2 or from primary to secondary.

Parents of children and young people who have an Education, Health and Care Plan have a right to ask for a particular school or college to be named in the Plan and for a personal budget for their support.

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What if my child has special educational needs but is not eligible for an Education, Health and Care (EHC) Plan?

Before the new law, schools supported children with mild to moderate learning difficulties, including dyslexia, through the School Action and School Action Plus system. From September 2014, however, that system will change to a **single stage called ‘SEN support in schools’**, but head teachers will still need to ensure teachers deliver a similar ‘graduated approach’ using an appropriate and effective system and monitoring programme **suited to the individual child’s needs and reviewed termly**.

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’. (SEND Code of Practice, Ch6.36)

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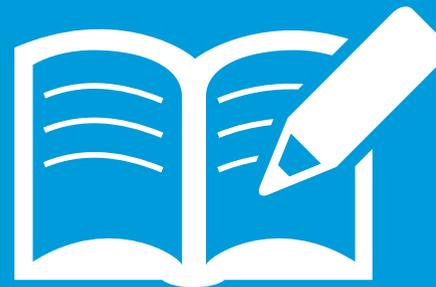
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When can dyslexia be identified?



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How can Dyslexia Action help?

For many children some difficulties like dyslexia only become evident as they grow older. A mainstream school's arrangements for assessing and identifying pupils as having special educational needs should be agreed and set out as part of the Local Offer.

The SEND Code of Practice (6.16) states: 'Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.'

It is therefore important that all professionals listen and understand when parents express concerns about their child or young person's development. They should also listen to and address any concerns raised by children and young people themselves.

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What support should my child receive?

Support for learning difficulties will be required and should be planned for (SEND Code of Practice: Ch6.27) when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning and encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

The SEND Code of Practice states (6.27): 'The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'.

There is a range of information available on appropriate interventions for pupils with specific learning difficulties and associated training, which schools should use to ensure they have the necessary knowledge and expertise to use them.

Where pupils make less than expected progress given their age and individual circumstances, despite responding with high quality teaching aimed at their areas of weakness, the class teacher, working with the SENCO, should assess whether the pupil has special educational needs.



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What if my child is assessed as being disabled by their dyslexia?



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Equality Act 2010

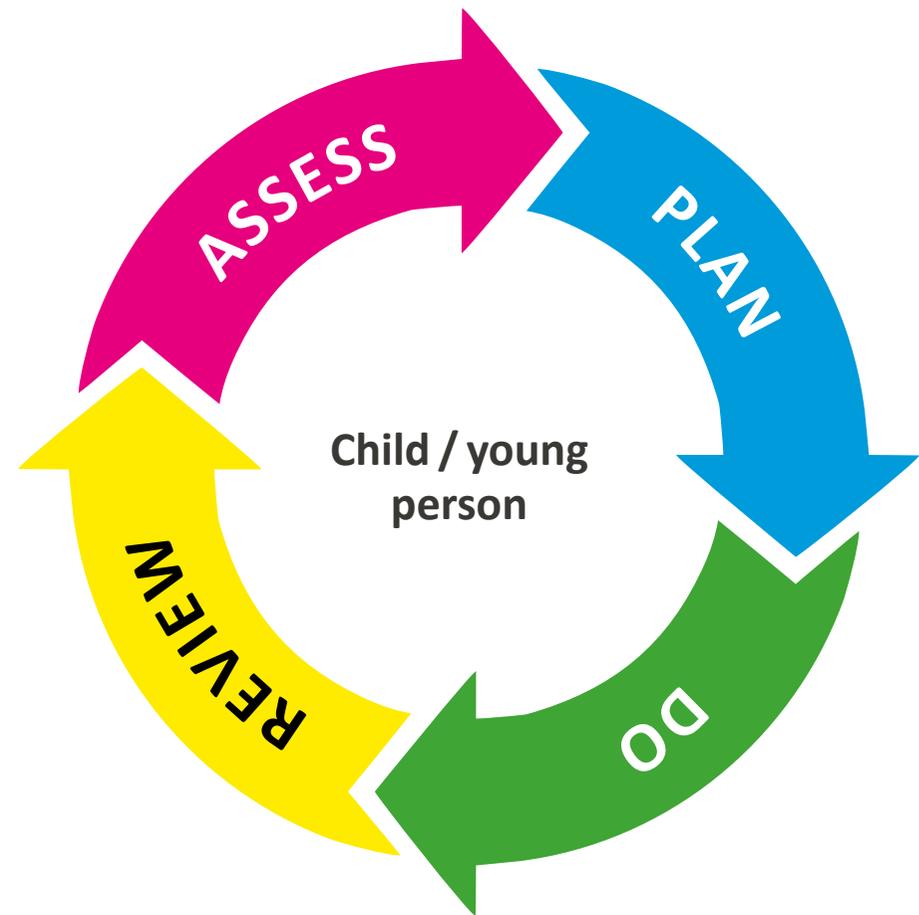
All schools have duties under the **Equality Act 2010** towards individual disabled children and young people. They must now make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

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If dyslexia is identified what approach should be taken by the teacher?

Where dyslexia is identified, early years providers, schools and colleges should put appropriate evidence-based interventions in place as part of their graduated approach, linking assessment to teaching. The approach that should be undertaken by the teacher can best be understood by the phrase - **assess, plan, do** and **review.**



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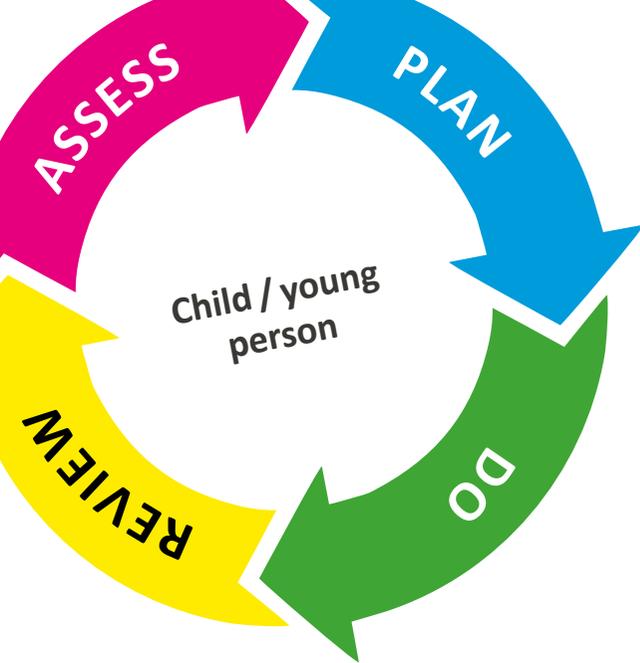
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How can Dyslexia Action help?



Assess The teacher should collect accurate information about your child's attainment and progress (as soon as they enter an educational setting).



Plan The teacher should have arrangements in place to improve your child's progress and help raise attainment.



Do The teacher should use Quality First Teaching using a universal, targeted and/or specialist (see pages 19-21) approach and direct any additional adults in the classroom on how to adopt this approach.



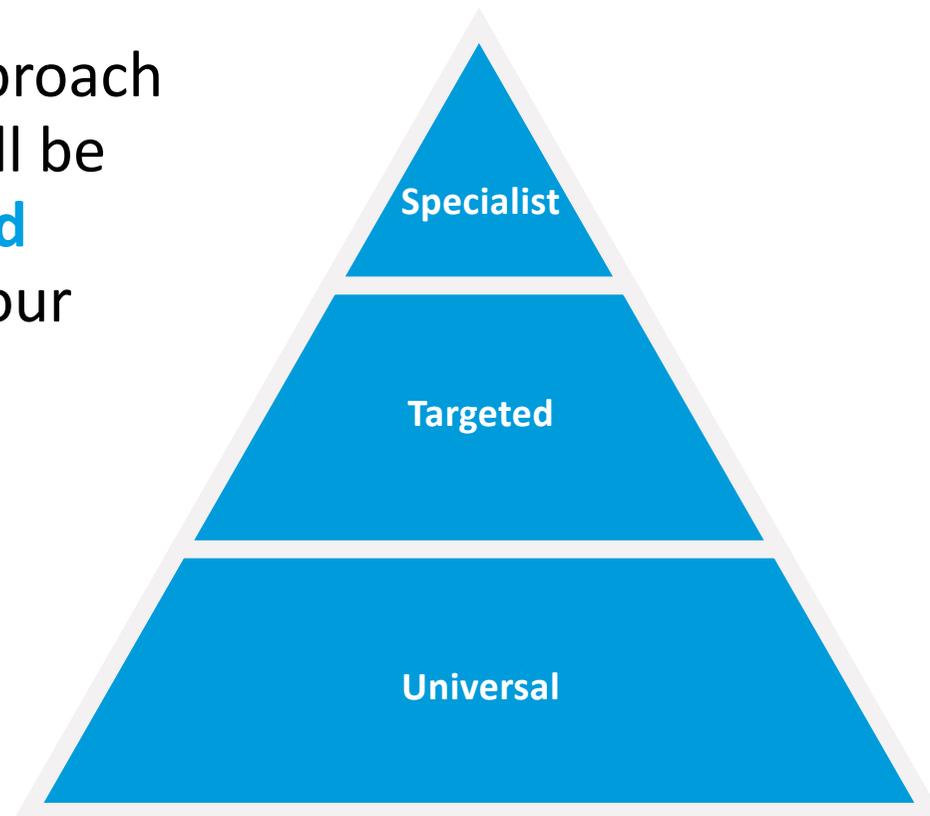
Review The teacher should accurately monitor the progress of your child on a regular basis.

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What should good quality teaching look like?

A good quality graduated approach and 'quality first teaching' will be classed as **Universal, Targeted** or **Specialist** depending on your child's need.



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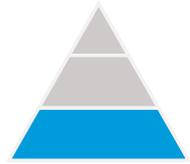


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What does Universal Provision mean?



This is more generalised support and should include:

- Quality First Teaching which develops children's speaking and listening skills and phonological awareness.
- Knowledgeable and sensitive teachers who understand the process of learning, the impact dyslexia can have and can adapt their teaching accordingly.
- The whole school ethos should respect individuals' differences and promote good communication between teachers, parents and pupils.
- Access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

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How can Dyslexia Action help?



What does Targeted Support mean?



- Staff should use special interventions in small groupings.

What does Specialist Support mean?



- Staff should seek expert advice from a dyslexia specialist, such as a teacher trained by Dyslexia Action, for those not making progress because the child's need is so specialised that they require the skills of a specialist teacher.
- This is for those children who require the personalised approach of a programme that is tailored to their specific, often severe, difficulties. It is usually taught as a one-to-one programme by a teacher or a member of the support staff who has undertaken some additional training for teaching children with reading difficulties.
- Provision for children with special educational needs will usually be provided through the core budget and notional special educational needs budget. An extra amount of money, in addition to the general core budget, is given to schools to help with special educational needs provision. It is called the 'notional' SEN budget because schools have the freedom to decide how best to spend this money to meet the needs of their special educational needs children.

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How can Dyslexia Action help?



For further advice on good quality teaching contact [Dyslexia Action](http://www.dyslexiaaction.org) or see the [Dyslexia SpLD Trust Guidance](#).

The SEND Code of Practice now states:



Department
for Education

Every school ‘must use their best endeavours to make sure that a child with special educational needs gets the support they need – this means doing everything they can to meet children and young people’s special educational needs’.



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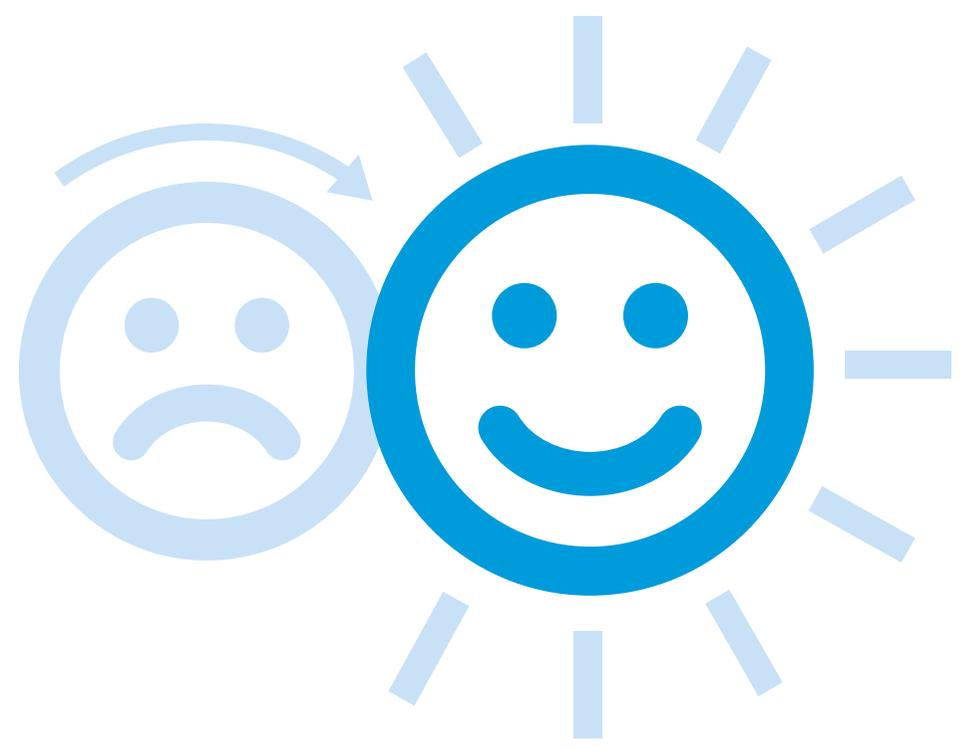
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What if you are not happy with the support your child receives?

If you are not happy with the support your child receives, first speak with your child's teacher and/or SENCO, then head teacher if necessary, to see if the plan for your child can be reviewed and revised.

If you are still unhappy with the internal support/provisions offered by your school, a report from an independent Educational Psychologist or a specialist teacher, such as those who work for Dyslexia Action and/or a teacher who holds an Assessment Practising Certificate, can offer further guidance as to the level of provision relevant to the child.

Your Local Offer should also signpost additional educational services that are available locally and nationally. If you are still not satisfied then there is always the option of mediation (see page 26 for an explanation).



Questions you can ask your child's school



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How can Dyslexia Action help?



Who is the school's Special Educational Needs Coordinator (SENCO)?



How will my child's teacher/school know if my child has special educational needs or a disability?



What provision do they make for children with special educational needs and/or disabilities?



How do they know that specialist interventions are effective?



How does the school develop its overall teaching and adapt its curriculum for children with special educational needs and/or disabilities?



How do they know if my child is making progress towards their targets?



How do they ensure my child has a successful transition between key stages and schools?



How does the school secure additional services and expertise?



How can you contact these services?



What additional expertise do staff have on dyslexia?



What does the 'School Offer' look like?

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What is Mediation?

Mediation is a free, informal, voluntary process available to help resolve disagreements between parents or young people and local authorities over any element of the Education, Health and Care Plan.

The mediator is impartial, does not take sides, nor puts forward suggestions or possible solutions to the dispute. The mediator is there to help to facilitate discussions and to make sure everyone is treated fairly.



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What is a Personal (SEN) Budget?

Only pupils or students on an Education, Health and Care Plan, are likely to receive a Personal Special Educational Needs Budget. The funds can remain with the local authority or be held directly by the parent or young person, school, college or other organisation or individual and used to commission the support specified in the Education, Health and Care Plan.

Before deciding to make direct payments, the local authority must be satisfied on a number of points including:

- That the recipient proposes to use them to secure the agreed provision in an appropriate way.
- That the provision is in the best interests of the child or young person.



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What will Ofsted want to know?

Ofsted (Office for Standards in Education) inspects all schools in England to provide information to parents, to promote improvement and to hold schools to account for the public money they receive.

Ofsted requires each school to show that each individual pupil is making progress. When evaluating the achievement of pupils, inspectors will consider how well disabled pupils and those who have special educational needs have progressed since joining the school.

When judging the quality of education provided in a school, inspectors must consider:

- The extent to which the education provided by the school meets the needs of the range of pupils at the school
- Pupils who have a disability for the purposes of the Equality Act 2010
- Pupils who have special educational needs.

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Links for further information and guidance

Coram Children's Legal Centre

Visit website

Community Legal Advice: Education Law Line

T. 0845 345 4345

Coram Children's Legal Centre works with Community Legal Advice to provide legal advice on special educational needs and disabilities.

Parents who are not eligible for legal aid can seek advice from the Child Law Advice Line at Coram Children's Legal Centre.

Child Law Advice Line - T. 0808 802 0008

CReSTeD

Visit website

T. 01691 655783 | Freephone. 0845 601 5013.

A full description of each CReSTeD category can be found on its website. From 2014, CReSTeD will start accrediting Dyslexia Action's Teaching Centres.

Disability Rights UK

Visit website

Dyslexia Action

Visit website

T. 0300 303 8357

Dyslexia Action provides a range of learning support services and advises and campaigns for improvements at government level. Dyslexia Action operates through a network of teaching centres in locations across Great Britain. [Click here](#) to find your nearest centre for assessment, teaching and support enquiries.

I CAN

Visit website

T. 020 7843 2544

I CAN is the children's communication charity. They are experts in helping children develop the speech, language and communication skills they need to thrive in a 21st century world.

In Control

Visit website

T. 0156 482 1650

Supports local authorities to deliver self-directed support, and individuals to get more choice and control.

Information, Advice and Support Services

Visit website

Building on local authorities' existing Parent Partnership Services (PPS) across England, local authorities must provide free, impartial and confidential advice and support to parents and carers of children and young people with special educational needs (SEN) through an Information, Advice and Support Service. Typical services include: a confidential helpline; support in preparing for and attending meetings; help in filling in forms and writing letters; support in resolving disagreements with school and the LEA.



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Links for further information and guidance

KIDS

Visit website

KIDS is a disabled children's charity that works with children and young people from birth to the age of 25 who have a physical, sensory or mental impairment (including mental health issues) which in interaction with social, attitudinal and environmental constraints creates barriers which hinder their full and equal participation in society.

Local Government Ombudsman

Visit website

T. 0300 061 0614

The Local Government Ombudsman looks at complaints about councils and some other authorities and organisations, including education admissions appeal panels and adult social care providers.

Ofsted: Office for Standards in Education, Children's Services and Skills.

Visit website

For complaints call - T. 0300 123 4666

Ofsted inspects and regulates services which care for children and young people and those providing education and skills for learners of all ages. See the School Inspection Handbook (2014) for guidance on SEN that inspectors must follow. Parent View gives you the chance to have your say about your school. Click here to see what others think of your local school.

The Autism Education Trust

Visit website

T. 020 7903 3650

Dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum.

The Communication Trust

Visit website

T. 020 7843 2526

The Communication Trust is a coalition of almost 50 not-for-profit organisations. Working together they support everyone who works with children and young people in England to support their speech, language and communication.

The Dyslexia-SpLD Trust

Visit website

T. 01344 381564

The Dyslexia-SpLD-Trust is a collaboration of seven voluntary and community organisations with funding from the Department for Education to provide reliable information to parents, teachers, schools and the wider sector. The Trust provides online guidance for schools and Local Authorities on the SEND Reforms.



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Links for further information and guidance

The Dyspraxia Foundation

Visit website

T. 01462 455016

Provides help and advice to adults, parents, carers and families. For Helpline call 01462 454986: Monday to Friday 9am to 5pm.

The National Attention Deficit Disorder Information and Support Service

Visit website

T. 020 8952 2800

People-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance - parents, sufferers, teachers or health professionals.

The National Literacy Trust

Visit website

Provides information relating to schools, teaching and literacy, including news, research, events, policy, and resources.



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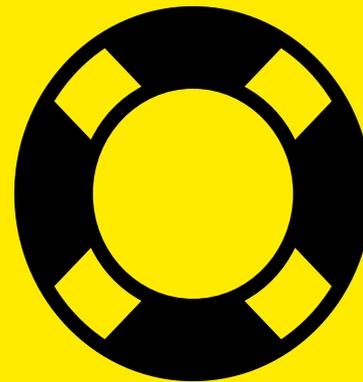
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How can Dyslexia Action help?

What is Dyslexia Action?

Dyslexia Action is a national charity, with over 40 years of experience, which exists to improve the lives of people living with literacy difficulties including specific learning difficulties such as dyslexia and dyscalculia. It provides a range of learning support services and advises and campaigns for improvements at government level. Dyslexia Action operates through a network of teaching centres in locations across Great Britain.

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How can Dyslexia Action help?



How can Dyslexia Action help people with specific learning difficulties like dyslexia?

- Assesses children and adults for dyslexia
- Provides tuition with specialist teachers in centres across Britain
- Teaches essential literacy and numeracy skills and coping strategies
- Offers specialist knowledge for those affected and their family and friends
- Trains teachers and educational specialists to support pupils, through a range of online courses and on-site training
- Helps employers to support their staff who are affected by dyslexia
- Supplies specialist products, through the Dyslexia Action online resources shop.

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Registered Office: Dyslexia Action House, 10 High Street, Egham, Surrey, TW20 9EA. Dyslexia Action is the working name for Dyslexia Institute Limited, a charity registered in England and Wales (No. 268502) and Scotland (No. SC039177) and registered in England and Wales as a company (No. 01179975).
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For more information please contact your nearest centre which can be located [here](#) or visit our [website](#).