

Report of Director of Children and Families

Report to Scrutiny Board (Children and Families)

Date: 25 January 2018

Subject: Support for children and young people with dyslexia and dyspraxia

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. Children and Families Scrutiny Board received a report on 7th September 2017 setting out the progress made in responding to the recommendations arising from the Scrutiny inquiry *Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities (SEND) in Leeds*.
2. In addition, the Board had undertaken to monitor progress following Leeds's local area SEND review by Ofsted and the Care Quality Commission, published in February 2017.

Amongst many positive comments about services for children and young people with SEND in Leeds, inspectors identified the following as an area for development: 'Leaders have not responded to the significant difference between the proportion of children who have specific learning disabilities, particularly dyslexia, and the proportion seen nationally for the same group. Consequently, leaders have not ensured that all children with specific learning disabilities have their needs identified adequately. Parents and young people have concerns about the impact of unmet needs stemming from dyslexia on their emotional health.'

The Board expressed particular interest in identification of and support for children with dyslexia, and has sought further information about this. In addition, the Board has noted the link between dyslexia and other related conditions such as dyspraxia, and

would like to have explore how the two conditions are dealt with across education and health services.

3. Recommendations

Scrutiny board is requested to consider and comment on the information provided about how children and young people with dyslexia and dyspraxia, and those who work with them, are supported in Leeds.

Purpose of this report

- 1.1 This report will update Scrutiny Board on actions to date in terms of the identification of pupils with dyslexia (specific learning difficulty) and the support and provision offered by the Complex Needs Service to schools. It will also consider how children with dyspraxia are identified and supported.
- 1.2 Background information

Dyslexia literally means 'a difficulty with words' and primarily affects the skills involved in accurate and fluent word reading and spelling. It occurs across a range of abilities and is best thought of as a continuum, ranging from mild to severe. In 2009 Sir Jim Rose published a report 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' which estimated that 10% of the population are affected by dyslexia and 4% are affected to such an extent as to require some form of specialist teaching. He concluded that a robust response to overcoming the difficulties associated with dyslexia lay in 'high quality provision for securing literacy for all children, especially in primary schools'. In response the government promoted synthetic phonics as the most effective mechanism for the teaching of reading. He also recommended that teachers and support staff be knowledgeable and well trained, with the ability to implement suitable interventions for literacy and dyslexic difficulties.

Dyspraxia literally means difficulties with motor planning (praxis) and is a historic term. The correct diagnostic term is Developmental Coordination Disorder (DCD). 5-6% of school-aged children are affected. Children with DCD have difficulty with coordination which affects self-care tasks including dressing and eating, school tasks such as writing and scissor skills, and physical tasks such as PE and mastering new motor tasks.

Part of the diagnostic criteria for DCD is that children do not have a medical or neurological condition that explains their difficulties. There is a high degree of overlap with other conditions that are diagnosed behaviourally (ie by observation and child performance, rather than using clinical tests): dyslexia, and also with Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Conditions (ASC). Children with DCD may therefore also experience difficulties with planning, problem solving, and attention, and have specific issues with learning and with social interaction.

2 Main issues

- 2.1 Schools and post 16 providers are required to identify and meet the needs of children and young people with SEND (including dyslexia) through assessment, quality first teaching and the graduated response of assess, plan, do, review (SEND Code of Practice 2015). Governing bodies are required to monitor the effectiveness of provision and outcomes for all children and young people.
- 2.2 As noted above, Sir Jim Rose's report emphasised the need for a strong whole-school approach to the teaching of reading based on synthetic phonics. In considering the identification of and support for children with dyslexia, it is pertinent to consider how well children in Leeds are performing in terms of their phonic decoding. The most recently published results place Leeds schools in the bottom quartile on this measure, ranked 140th. This would indicate that a review

of phonics teaching might be beneficial to establish where there is good practice that can be shared.

- 2.3 The SEN and Inclusion team (SENIT) within the Complex Needs Service has sought to improve identification and provision for pupils with specific learning difficulty (SpLD) /dyslexia and has developed a comprehensive action plan. The main features of this plan and progress against its delivery are as follows:
- 2.4 Increase ability of school staff to correctly identify pupils with (SpLD)/dyslexia;
- Updated Complex Needs Service Guidelines with range of partners (attached as Appendix)
 - Shared census guidelines with school SENCOs through SENCO networks and e mail
 - Created a continuum of need model to describe the process of assessment, identification, provision and outcomes for pupils with SpLD/dyslexia
- 2.5 Develop school staff skills and expertise in supporting pupils with SpLD /Dyslexia through Quality First Teaching (QFT) and evidence based interventions
- Delivered Level 1 dyslexia capacity building training to 107 school delegates
 - Delivered 2 x 1 hour staff meetings to 87 Leeds schools (dyslexia awareness, identification, provision within QFT)
 - Delivered dyslexia intervention training to 84 schools (Active Literacy Kit /Alpha to Omega)
 - Developed a level 2 dyslexia capacity building training course to further embed policy and practice (currently in pilot)
 - Offered bespoke training to 17 schools (assessment, reading, spelling, phonics) September 2017 – December 2018
 - Develop directory of training of schools and post 16 providers who have accessed training in order to offer appropriate support and challenge.
- 2.6 Raise awareness of the support available to pupils with SpLD/dyslexia
- Schools targeted for training e.g. from year 1 phonics screening data
 - Collect data from schools on pupil progress in response to intervention, in order to demonstrate impact
 - Training offer disseminated through variety of sources e.g. SENCO networks, Headteacher briefings, Dyslexia Awareness Week, Essentials, www.leedsforlearning.co.uk,
 - Development of phonics intervention for pupils in year 1 and 2 at risk of not meeting the expected standard in phonics screening – new course delivered October 2017 to 10 schools.

- Shared key messages and shared professional development/training offer with Learning Improvement to ensure that schools and post 16 providers have access to a full continuum of support.
- Develop promotional video to be shared with variety of partners (due May 2018)

2.7 Children with delayed motor skills or difficulties with coordination can be referred to the Integrated Children with Additional Needs (ICAN) service in Leeds Community Healthcare NHS Trust, which has a specific pathway for DCD.

Where indicated and desired, an assessment is conducted for DCD in line with best practice guidance from the European Academy for Childhood Disability (2011) and Diagnostic and Statistical Manual V (DSM V). In addition, the child and family are coached to identify specific goals they want to address, with support to develop plans to meet these goals. They will be seen by either an occupational therapist or a physiotherapist, who will liaise with school and others as required. Training programmes for school staff on approaches to handwriting and PE are available and offered where applicable.

Over 80% of young people are being seen within 12 weeks for both assessment and goal setting clinics at the current time, and the reported satisfaction level of families who have been through the service is over 98%.

There are no current concerns regarding the service provided around DCD. However, Complex Needs and ICAN staff have identified that it would be helpful to do some work between the teams to ensure that consistent information is provided on best approaches to support and referral mechanisms.

3 Corporate Considerations

3.1 Consultation and Engagement

Stakeholders are routinely involved in the development of SENIT training. All interventions and service offers are evaluated and the feedback taken into account in planning.

3.2 Equality and Diversity / Cohesion and Integration

There are no specific equality and diversity or cohesion and integration implications.

3.3 Council policies and the Best Council Plan

3.3.1 The inquiry supports the ambition to be a Child Friendly City by 2030. The methodology for delivering this vision is outlined in The Children and Young Peoples Plan (CYPP) 2015-2019. The inquiry also supported some of the best council objectives and priorities as defined in the Best Council plan for 2015 to 2020 (as at February 2017)

3.4 Resources and value for money

The SENIT service is funded through the High Needs Block of the Dedicated Schools Grant. This means that many interventions and much of the guidance is provided free of charge to schools. However there is also the facility to purchase training and additional support.

3.5 Legal Implications, Access to Information and Call In

Not relevant to this report

3.6 Risk Management

Not relevant to this report

4 Conclusions

4.1 The SENIT team in the Complex Needs service continues to provide consultation and advice to settings around individual referrals for pupils with SpLD/dyslexia. There has been a significant improvement in the offer of professional development for schools and post 16 providers in terms of the quality and quantity of offer and number of settings and staff accessing training. Dyslexia guidelines provide information and advice and a consistent and robust approach to the identification of need and suitable provision to a wide audience; settings, parents/carers and CYP. SENCO networks continue to provide professional development opportunities for SENCOs.

4.2 Further activity is planned to challenge schools to secure good provision, and to offer support to those who have not yet accessed training. Schools are also being targeted for training based on analysis of data, and on casework. Data will be collected to demonstrate the impact of interventions.

4.3 The ICAN service has a specific pathway for DCD in place and a good record of timeliness in terms of both assessment and intervention.

The SENIT team and ICAN staff are considering ways in which they can work together to offer to ensure that consistent information is provided on best approaches to support and referral mechanisms for DCD and dyslexia. This will include opportunities for further professional development at the SENCO conferences in Summer 2018 (promotional video, workshops)

5 Recommendations

Scrutiny board is requested to consider and comment on the information provided about how children and young people with dyslexia and DCD (dyspraxia), and those who work with them, are supported in Leeds.

6 Background documents¹

6.1 Joint local area SEND inspection outcome letter

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.