

The
Dyslexia-SpLD
Trust

CASE STUDY

Exploring Evidence of Impact:

The Literacy and Dyslexia/
SpLD Professional
Development Framework



Series One: Exploring the
impact of the Framework on
strategic planning across a
geographical region: Norfolk
and Suffolk (interim report)

Funded by:



Department for Education

Background:

Norfolk County Council's Senior Advisory Support Teacher and Dr. Amelia Roberts (The Dyslexia/SpLD Trust's Project Researcher) initiated project planning in September 2011. There was a strong interest from the outset in using the Framework to structure strategic planning, in particular to support the development of the Norfolk Dyslexia Specialist Resource Bases. The Specialist Resource Bases offer:

- Advisory work with Special Educational Need (SEN) departments in schools
- Practical guidance and support with teaching and strategies for working with dyslexic learners
- Whole school Continuing Professional Development (CPD)
- Progress monitoring

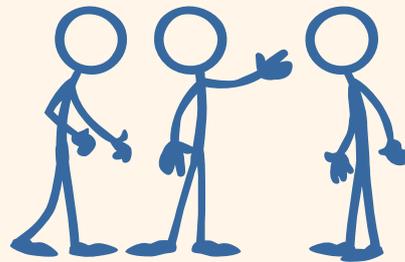
A planning meeting was held in November 2011.



Activities:

Two events were held in March 2012 at County Hall, Norwich; a practitioners' event to cascade knowledge of the Framework and explore possibilities for embedding in local contexts and a strategic development meeting for policy development and longer-term planning cross-county. A key local Dyslexia-focused Charitable Trust was also present: 'Indigo'. Topics discussed were; linking the Framework to the new Ofsted Framework, individualised CPD for schools and Local Authority staff, raising literacy attainment in schools, links to school improvement, examples from other Local Authorities' experience, potential for partnership work, potential role of Specialist Resource Bases, evaluating impact of the Framework across the county, utilising the Framework with OCR Level 5 and 7 courses, communicating with Clusters and other professionals and 'next steps'.

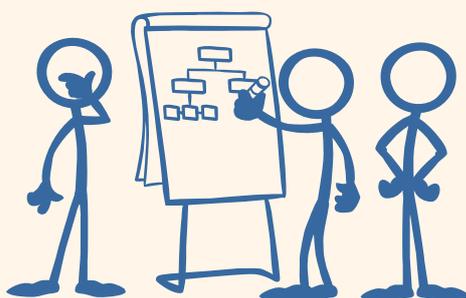




Practitioners' Meeting:

Specialist Advisory Teachers with a responsibility for 115 schools between them across Norfolk and Suffolk outlined ways in which the Framework could be used in their settings. Ideas included:

- Using the Framework to achieve 'joined-up thinking' about Dyslexia/SpLD across Norfolk and Suffolk.
- Using the Framework to identify specific 'gaps' for schools to enable targeted whole-school CPD and training events.
- The L.A. offering certificates of recognition for use of the Framework
- Using the Framework to showcase provision in respect of the new Ofsted Framework, with its increased focus on Literacy. Also, embedded use of the Framework provides evidence in two out of Ofsted's four key areas: teaching/ learning and attainment/progress. Additionally, good provision for Dyslexic pupils would also link to both other areas: improved behaviour and strong school leadership.
- Structuring small group TA training events and parent workshops.
- Creating a toolkit for Clusters, perhaps with an opportunity to 'buy in' a package of support from the Local Authority.
- Establishing a 'Pilot Project' during the transition period.
- Developing Partnership links with Cambridge Local Authority and strengthen collaborative working between Norfolk and Suffolk to create an 'East Anglia' whole region focus.



The discussion also identified themes from the Practitioners' event to be directly conveyed to the Strategic Planning meeting, using the Framework specifically for; developing toolkits, cluster work, Local Authority accreditation, supporting evidence packages for Ofsted and the Norfolk Pilot Project.

The next step is to liaise closely with the Authority Practitioners familiarise themselves with the Framework and feedback their initial responses. A questionnaire will be circulated to establish the way in which the Framework is being used in each of the three Dyslexia Specialist Resource Bases and further 'next steps' are decided. Additionally, the Project Researcher will disseminate the Framework further at the East Anglia SEN Conference in July 2012.

Strategy Development Meeting:

This meeting effectively ratified many of the themes mentioned, affording a strategic mandate for the L.A. to progress with the Framework, according to the specific needs of each Specialist Resource Base and its schools. Additional points raised included using the Framework to structure ongoing improvement through completing a

recommended activity and reporting back to the Base; using it to measure progress at three to six month intervals and using it as a whole-school audit as part of compliance with the Equalities Act. The Framework would also be highlighted to schools as part of the Outreach Programme.

Notes made by the Senior Advisory Support Teacher (who initiated the project) following the meetings included this comment:



‘Using the... framework to bring direction to CPD was felt to be an effective way of raising standards, meeting Ofsted requirements and determining priority areas for training. The next step is to consider how best to (be) utilising the framework (alongside the Speech Language Communication Needs and Autistic Spectrum Disorder ones).’

Next steps:

Following the re-launch of the Framework with its new IT Partner will be a follow-up to investigate Practitioners’ responses and to monitor progress within each Dyslexia/SpLD Specialist Resource Base. Visits to each Base will be offered and questionnaires distributed, so that feedback can be publically disseminated at the July SEN Conference.



Dr. Amelia Roberts
 Literacy and Dyslexia/SpLD Professional
 Development Framework Project Researcher
 E: framework@thedyslexia-spldtrust.org.uk
 W: <http://framework.thedyslexia-spldtrust.org.uk/>



The individuals represented in these photographs are not models. The photographs were taken during Trust activities but individuals may not be involved in this specific work described and are used only to illustrate the case study.