



Proposal to the Schools' Forum Sub-group

That funding should be secured to support the expansion of the existing Dyslexia Team by the addition of a full time teacher and an additional 2.5 days of administrative support. The total annual cost of this would be £66,029.

The Team

The Dyslexia Team has 3 permanent specialist teachers who work in 73 schools in North Tyneside. We undertake specialist assessment to identify underlying difficulties which impact on the development of pupils' literacy skills. Following this, we provide formal reports and advice for school staff and parents, together with individualised teaching programmes for schools to deliver to address pupils' needs. In addition, the team provides formal and informal training, 1:1 teaching for some pupils with more severe and persistent literacy or numeracy difficulties and deliver our own Inclusive Dyslexia Friendly Schools award.

The Schools' Forum Funding Award 2014-15

- The Team's work in schools has benefited considerably from the temporary addition of a 0.8 FTE Specialist Teacher and an increase in administrative support.
- Our work in secondary and middle schools had been identified by the team as an area requiring increased support, training and capacity building in response to an expansion in these schools' requests for our services.
- The team has written a whole school twilight training package for secondary schools, which was delivered to two schools last year. Evaluations following this training were very positive. Secondary and high schools have also benefited from the expertise provided by the temporary specialist teacher working for the team.
- A series of workshops was written and delivered to schools in the Killingworth pyramid and a new secondary workshop was delivered at Norham High School.
- The team has worked closely with local authority middle schools during the past year. A whole school twilight training package for middle schools and a bespoke Middle School Inclusive Dyslexia Friendly School Award have been written.
- The North Tyneside Inclusive Dyslexia Friendly Schools Award was expanded to include a further 3 Primary Schools. This award was devised and written with the aim of capacity building in schools and to promote early identification of pupils' needs. Data collated from UK schools confirms that adopting a 'dyslexia friendly' approach to learning not only helps to close the gap for pupils with specific literacy difficulties but benefits other pupils and brings improvements in a range of measurable indicators (4D is for Dyslexia: Neil Mackay).
- The team has updated its range of approved specialist assessments to inform report writing and advice to schools. These specialist assessments have been recently standardised and test results correspond with the performance of the current school population. The assessments used by the team now reflect guidance from the national Specific Learning Difficulties Assessment Standards Committee, (SASC).
- The team has established a database to track pupil progress and analyse information regarding the team's service to schools. This informs the planning and review of all aspects of the team's work. Publicity and accessibility of the team has also improved.

Key Changes in Recent Years

During the past few years there have been some key changes in the Dyslexia Team's involvement with schools:

- There has been a considerable expansion in the time spent by the team in service to schools. During the academic year 2010-2011, 2407 hours were spent in service to schools. This increased to 3793 hours during the year 2014-2015. This represents an increase of **57.5%** in the 4 year period since July 2011 and an increase of **28.7%** since the academic year 2012-13.
- The team has improved its assessment and report writing. Our detailed reports are of a higher quality and take longer to produce. These reports now reflect guidelines from national bodies such as the Professional Association for Teachers and Assessors of Students with Specific Learning Difficulties, (PATOSS). This is essential for our accountability as a local authority specialist team.
- The team has developed its focus on capacity building in schools. Informal training of teaching assistants in schools by the team has increased substantially. Research from the Education Endowment Foundation shows that training of teaching assistants is crucial for effective intervention (see report dated 27 February 2015 from the EEF website). Comments from our feedback forms for Sencos indicate that this informal training from the team has been particularly valued by schools.
- Formal whole school training and provision of workshops has also expanded. During 2012-2013, the team delivered 12 training sessions to schools. This expanded to 18 sessions during 2013-2014. For the year 2014-2015, the number of training sessions delivered was 23. This was an increase of **91.7%** in a 2 year period.
- Since July 2013, there has also been an expansion in the number of referrals to the team, from 188 in 2012-13 to 235 in 2013-14. This represents an increase of **25%** since the previous academic year.

Measures Taken to Address Issues

- During 2014-15, the team wrote to schools to ask them to select carefully only more urgent referrals due to a reduction in staffing levels during the autumn term. Referral numbers last year, although slightly reduced following this request, still showed an overall increase of **15.9%** since 2012-13.
- Careful gate-keeping, together with the provision of additional training and informal advice for schools also enabled the team to build schools' capacity to address pupils' needs. This had the effect of reducing the number of referrals accepted by the team during 2014-15, thereby decreasing the number of formal assessments undertaken by the team's specialist teachers.
- Measures were introduced during 2014 to reduce caseload numbers, including a reduction in the number of pupil reviews offered to schools. However, despite a reduction overall, average caseload numbers are currently **75** pupils for each permanent specialist teacher. This remains considerably higher than is either sustainable or effective.
- Training for schools was extended during 2014-15 and further roll-out of the Inclusive Dyslexia Friendly Schools Award took place to build capacity in schools to address pupils' needs. Our data shows that the award process has led to a decrease in the number of referrals to the team from first and primary schools who have achieved the award.

- Strategic partnerships have been established. Following a recent meeting with the Schools Improvement Service, plans are in place for the Dyslexia Team to provide training for senior leadership from all local authority middle schools in the spring term of 2016. Further training is planned for secondary schools with plans underway to develop liaison with the Schools Improvement Officers for Secondary Schools. Advice will also be provided by the Dyslexia Team to the EYFS Team. Working collaboratively in this way will help the Dyslexia Team to work strategically with other teams to support schools, share specialist knowledge and build capacity.

The Case for Expansion

The increase in requests for assessment, training and advice from schools in North Tyneside, together with our strategic work with the Schools' Improvement Service indicates that a growing market exists for the specialist services provided by our team. The expansion of **57.5%** in hours spent in service to schools since July 2011, together with the high numbers on our caseloads (average currently **75** per permanent specialist teacher) demonstrates the need for an additional teacher to strengthen the team. The increase of **91.7%** in training provided for schools further emphasizes the development of our capacity building in schools. With our current level of staffing, we are unable to sustain the level of increased workload necessary to meet this demand.

Proposed Expansion of the Dyslexia Team: Benefits to Schools

- Long term provision is established within North Tyneside schools in all phases for pupils who have specific, persistent difficulties with literacy and numeracy, through specialist assessment from our team, specialist teaching, advice and training: shown by our data, including our logs of time spent in schools and our training feedback.
- Confidence is developed within schools in their ability to offer a 'whole school' approach to addressing the needs of pupils with dyslexia and literacy difficulties, as evidenced by our pre- and post- training evaluations. Schools have commented that the inclusive 'Dyslexia Friendly Schools Award process has helped them to develop this approach and in doing so fulfil key requirements of the new SEND Code of Practice. Schools have commented that the award process has benefited all pupils.
- The early identification of pupils' specific literacy and numeracy needs is extended further within schools, with improvements in the development of pre-literacy skills through our strategic work with the EYFS team and our Inclusive Dyslexia Friendly Schools Award.
- The team supports schools' efforts to ensure that a greater number of pupils on our caseloads in all phases make progress. Our partnership with schools has enabled the majority of pre-EHC plan pupils on our current caseloads to achieve results in the average range for reading in Year 6 SATS. Several pupils achieved above average results for reading in the 2015 Year 6 SATS.
- Through our transition meetings and collaborative work with the Schools Improvement Service, schools planning for transfer of pupils from a different phase are well prepared to receive the pupils from our caseloads.

Outcomes for Pupils

- A greater number of pupils with significant specific literacy and numeracy difficulties in North Tyneside schools have their needs clarified through detailed, specialist assessment, as evidenced by our data showing an overall increase in the number of referrals to the team over a 2 year period.
- The needs of a greater number of pupils with specific, persistent difficulties with literacy skills are addressed, both through effective intervention and appropriate in-class adaptations to support learning across the curriculum. This is demonstrated by data showing the services we provide for schools, including informal training for teaching assistants, training evaluations and pre/post Inclusive Dyslexia Friendly Schools' whole school audits and classroom checklists.
- The literacy levels of identified pupils improve, enabling them to gain increased access to all curriculum areas. Our data confirms that during 2013-14 and 2014-15, pupils with severe and persistent literacy difficulties who received intensive teaching from current members of the Dyslexia Team made on average at least the expected level of progress with reading and spelling.
- With support and advice, pupils with persistent, specific literacy and numeracy difficulties make successful progression through the mainstream system, including transfers to middle, secondary and high schools. Currently this lies at 97% of pupils on our pre-EHC plan caseloads whose primary need is dyslexia/ persistent literacy difficulties (data from 2014-2015). Two pupils are receiving temporary additional support with emotional/behavioural difficulties.
- The facility for one-off 'emergency' reviews of progress and advice is made available for pupils who have received the full 18 month time-limited period of formal involvement from the team and have continuing severe and persistent literacy difficulties, but are not eligible for an EHC plan. A longer period of formal involvement from our team for pupils with the most severe and persistent literacy difficulties has been specifically requested through our feedback forms sent to schools.
- Pupils on our caseloads and their parents/carers express confidence that their literacy and numeracy needs are addressed effectively: evidenced through views expressed by parents/carers at feedback meetings and data from our feedback forms.
- The accessibility of the team for schools and parents is improved through the availability of administrative support on more than one day each week. This has been specifically requested in response to our feedback forms sent to schools. Parents have also expressed their desire to have telephone contact more readily with someone from the team during office hours.
- Collation and presentation of data facilitates analysis regarding the impact of the team's work, thereby improving our reflective practice, team moderation and adaptation of our priorities in our work on behalf of pupils in schools. This is essential for our effectiveness and accountability as a local authority team.

Appendix 1



Dyslexia Team Annual Budget

Budget Allocation £176871

Personnel	£
Teachers	163,673
Admin staff	6,624
Other Employee Costs	
Car Mileage costs	2,300
Staff CPD	1,500
Other Operational Costs	
Resources	2,400
Management of Team	
Management Costs	4,000
Total	180,497
Estimated Income	1,500
Total	178,997
Estimated Overspend 2015-16 (covered by reduction in salaries 2014-15)	2,126

Appendix 2



Business Plan: Estimate Costs Year 1 (including set-up)

Personnel	Basic Salary	Total Costs
1 full-time specialist teacher of dyslexia	£42546	£53148.00
1 part-time administrative assistant (2.5 days)	£7193	£8646.00
Other Employee Costs		
Additional Car Mileage Allowance		£600.00
Course attendance required for renewal of specialist qualifications		£450.00
Renewal of specialist qualifications		£70.00
Other Operational Costs		Initial cost
Electronic and office equipment		£1286.00
Assessment manuals and materials for additional team member: initial cost		£1202.00
Team: assessment forms for updated assessments		£1742.00
Total Initial cost		£67,144.00

Business Plan: Estimated annual ongoing costs

Personnel	Basic Salary	Total Costs
1 full-time specialist teacher of dyslexia	£42546	£53148.00
1 part-time administrative assistant (2.5 days)	£7193	£8646.00
Other Employee Costs		
Additional Car Mileage Allowance		£600.00
Team: course attendance required for renewal of specialist qualifications		£1800.00
Team: renewal of specialist qualifications		£93.00
Other Operational Costs		
Team: assessment forms for updated assessments		£1742.00
Total annual cost		£66,029.00
		+ salary inflation @ 2% approx
		£1,450.00